

# **Indiana Standards for High Ability Education**

*Field Study Edition 2007*



**Indiana Department of Education  
Division of Exceptional Learners  
High Ability**

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## *Foreword*

The creation of the Indiana Standards for High Ability Education will serve as a guide for developing, implementing, and evaluating local programs for gifted/talented and high ability services. The Indiana Department of Education, Division of Exceptional Learners, has called for the development of this document to assist with outlining best practices in programs for high ability students.

This document contains standards as well as the guiding principles and rationale on which the standards are based. Suggestions for Implementation, a Checklist for Self Assessment, relevant sections of the Indiana Code, and a Glossary of Terms are also included.

As the document is in the Field Study version, we welcome all comments that can be used to make the Indiana Standards for High Ability Education a more productive document for use in our schools. You can direct any such comments to Bridget Hand, Education Consultant, at [bhand@doe.state.in.us](mailto:bhand@doe.state.in.us).

I would like to express my appreciation to the Identification and Standards Committee for their dedication to the completion of this document as well as the many other projects for the benefit of high ability education in our state. There are many caring and informed individuals in Indiana who have worked tirelessly for many years to improve services for students with high abilities. It takes those with specialized knowledge of the needs of these exceptional learners as well as support from educators who care that all students develop their potential in order for us to fully implement a Free and Appropriate Public Education for students. We appreciate all who work toward this goal.

Sincerely,

Robert A. Marra  
Associate Superintendent  
Indiana Department of Education

## Preface

### *What does Indiana law say about students with high ability and how they are to be served?*

**Public Law 221** says that Strategic and Continuous School Improvement and Achievement Plans “**must address the learning needs of all students, including programs and services for exceptional learners.**” **The school corporation’s program of services for high ability learners must align with these school improvement plans.**

- Indiana Code defines what uses are allowed for state resources specifically relating to students with high ability. The Indiana Department of Education (IDOE) may use these to administer grants to local schools, provide Shared Information Services libraries, support grants to provide regional and statewide professional development, develop state policies for high ability learners, give teacher support for courses leading to licensure in gifted education, and provide technical assistance to schools. These are statewide services. In addition, Indiana Code and Administrative Code outline how resources are to be used, what programs are to look like, and what is required to be in place. IDOE provides grants to school corporations for programs for students with high ability; school corporations must report on the results of programs for which the grant is used. Schools must identify high ability learners and record that identification on the Student Test Number; they must also provide a plan and appropriate educational experiences that include:
  - A broad-based planning committee made up of persons from diverse groups.
  - An identification plan that uses multifaceted assessment procedures, including those that identify students with high ability with economic disadvantage, differing cultural background, underachievement, or disabilities.
  - Appropriately differentiated curriculum and instruction in core academic areas, K-12.
  - High ability professional development.
  - Periodic program evaluation.

Other items within the law that are relevant to secondary high ability learners include:

- Students with high ability may earn credit through performance assessment without completing the required amount of instructional time.
- Each school corporation shall provide the College Board's science and math Advanced Placement courses in secondary schools for students who qualify to take the Advanced Placement courses.

*Full citation of Indiana Code as it relates to high ability learners may be found in Appendix A.*

## Introduction

### **Purpose of *Indiana Standards for High Ability Education***

The purpose of this document is to assist local school corporations in examining the quality of their programming and services for high ability learners. These standards represent professional consensus on critical practice and serve as guidelines for: (1) basic requirements for high-quality programming for Indiana high ability learners; (2) program development; and (3) measuring the effectiveness of programming. This is not a comprehensive document of all best practices for exemplary programs, but a document of basic standards for Indiana programs.

NOTE: Domains of aptitude and talent defined in Indiana Code include: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal. While the Indiana Department of Education (IDOE) supports school services to develop all domains of aptitude and talent, this document focuses on Indiana Standards for services for students with high general intellectual ability and/or high specific academic ability in core academic areas.

### **History**

The creation of this document was the work of a committee formed from the Indiana Department of Education, Division of Exceptional Learners, High Ability Integrated Services Team. This work began in 2002 with the release of a flip chart, entitled “Identifying Students with High Abilities in Indiana” in December 2003. The response to that document was overwhelming; schools wanted specific, practical guidance from the IDOE in regard to what is included in programs and services for students with high ability, as well as suggestions for implementation. With the approval of Indiana Superintendent, Dr. Suellen Reed, and under the leadership of Associate Superintendent for Exceptional Learners, Dr. Bob Marra, the Identification Committee developed *Indiana’s Standards for High Ability Services*.

Other groups have released such documents; the most helpful to the committee were the National Association for Gifted Children’s *Aiming for Excellence: Gifted Program Standards: Annotations to the NAGC Pre-K-Grade 12 Gifted Program Standards*, and the California Association for the Gifted’s *Meeting the Standards: A Guide to Developing Services for Gifted Students*. The committee selected items from both documents, sometimes nearly verbatim, with permission from both organizations. The committee is grateful to the National Association for Gifted Children and the California Association for the Gifted for their pioneering work in this area and for their permission to use their work, as it made the task far more manageable. The committee did not adopt all of either document, but selected, revised, and added until the result seemed appropriate for Indiana. The Indiana Standards are directly relevant to Indiana, using Indiana terminology, relating to Indiana Code and Indiana Administrative Code, and reflecting what the committee feels is realistic for Indiana. This original work was completed in the fall of 2004. The document was updated after a legislative mandate relating to high ability students was enacted in 2007.

## Definitions

- High ability education programming and services are coordinated and comprehensive structures of informal and formal services provided on a continuing basis intended to nurture high ability learners.
- High ability students in Indiana according to IC **20-10.1-5.1-2**: "High ability student" means a student who: (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests. For comparison, the federal definition states that gifted students are "children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment" (U.S. Department of Education, 1993, p. 3).
- A standard is a designated level of performance for acceptable high ability education programming.

## Structure of the Document

The Standards are divided according to the following groups:

- Program Design,
- Identification,
- Curriculum and Instruction,
- Guidance and Counseling,
- Professional Development, and
- Program Evaluation.

The relevant portion of the Indiana Code is noted for each area. A rationale is then given for the standards. The standards are stated, including the guiding principles behind those standards.

Finally, a number of suggestions for implementation are provided as ways to meet the standards. The suggestions included in this document are intended to stimulate thinking and clarify the means by which school corporations might best respond to the standards. They are also meant to assist school corporations as they prepare their funding applications for the Indiana Department of Education School Corporation High Ability Grants. In this regard, readers are to keep in mind that corporations are not to limit themselves to the suggestions in this document, and may use other creative and effective ways to reach the same goals as long as they support the intent of the standards. A variety of suggestions is included to allow corporations to choose those best suited to their specific student population.

As educators, the creators of this document have shared a common goal: to provide the most appropriate educational experience possible for high ability learners in Indiana. In whatever ways this document benefits those who use it, that goal will be further achieved.

**Committee Members**

Cheryll M. Adams - Center for Gifted Studies & Talent Development, Ball State University

Peggy Buchanan - Zionsville Community Schools

Ginny Burney - Indiana Association for the Gifted; Indiana Education Project

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**References**

*Aiming for Excellence: Gifted Program Standards: Annotations to the NAGC Pre-K-Grade 12 Gifted Program Standards.* Service Publication of the National Association for Gifted Children. Edited by Mary S. Landrum, Carolyn Callahan, and Beverly Shaklee. (2001). Waco, TX: Prufrock Press.

*Meeting the Standards: A Guide to Developing Services for Gifted Students.* California Association for the Gifted. (2002). Whittier, CA: California Association for the Gifted.



## Indiana Standards for High Ability Education - Program Design

<b>The development of appropriate programming for high ability learners requires comprehensive services based on a sound theoretical basis with empirical support as well as strong, trained leadership to implement the program.</b>	
Guiding Principles	Standards
<p>The development of appropriate programming for high ability students must include:</p> <ul style="list-style-type: none"> <li>• A comprehensive and empirically based theoretical framework.</li> <li>• A written statement of philosophy, goals, and objectives to meet the needs of high ability students</li> <li>• A licensed High Ability Coordinator</li> <li>• Trained and licensed teachers</li> <li>• A broad-based planning committee that meets regularly</li> </ul>	<p><b>A. High ability programming should be planned in consultation with informed experts.</b></p> <p><b>B. The school corporation should have a written mission/philosophy statement and accompanying goals and objectives that address the need for high ability education programming.</b></p> <p><b>C. A comprehensive K-12 High Ability Plan should include policies and procedures for identification, assessment of students, curriculum and instruction, service delivery, teacher preparation, evaluation, support services, and parent involvement. Policies should also exist for early entrance, grade skipping, ability grouping, early matriculation, and dual enrollment.</b></p> <p><b>D. A broad-based planning committee representing educators, parents, and community members meets regularly to assess and support the program.</b></p> <p><b>E. A High Ability Licensed coordinator is designated and responsible for all aspects of the program.</b></p>
<p>Programming for high ability students must be an integral part of the general education school day:</p> <ul style="list-style-type: none"> <li>• High ability programming should be articulated with the general education curriculum.</li> </ul>	<p><b>A. Services for high ability students must be designed to supplement and build on the basic academic standards and the knowledge learned in regular classrooms at all grade levels.</b></p> <p><b>B. High ability students must be provided with curricular experiences at all grade levels to ensure continual student progress and learning.</b></p> <p><b>C. The program for high ability learners provides services that are an integral part of the school day.</b></p>
<p>Rather than any single program for high ability learners, a comprehensive K-12 program providing a continuum of services needs to be developed and include:</p> <ul style="list-style-type: none"> <li>• Early identification and intervention of high ability students from low economic environments, Limited English Proficiency, with learning or other disabilities, or cultural differences.</li> <li>• Guidance, counseling and support for high ability students who are underachieving or who have other at-risk behaviors to help them reach their potential.</li> </ul>	<p><b>A. The K-12 program for high ability learners must be comprehensive, structured, and sequenced between, within, and across grade levels.</b></p> <p><b>B. School districts should offer multiple service delivery options as no single service meets the needs of all high ability students. Options include ability grouping, resource rooms, self-contained classes, honors classes, magnet schools, AP classes, etc.</b></p> <p><b>C. High ability students should be included in flexible grouping arrangements in all content areas and grade levels to ensure that they learn with and from intellectual peers.</b></p> <p><b>D. The use of flexible grouping of high ability learners must be an integral part of programming options.</b></p> <p><b>E. Early identification and intervention for all populations of high ability learners (twice exceptional, culturally, economically, and linguistically diverse, etc.) are crucial to realize and develop their full potential.</b></p>

## Indiana Standards for High Ability Education - Identification

<p><b>Gifted learners must be assessed to determine appropriate educational services. A school corporation's identification procedures should be equitable, comprehensive, and ongoing. They should reflect the Indiana definition of high ability students and identify at a minimum those students with high abilities in the general intellectual domain and/or the specific academic domains of mathematics or language arts.</b></p>	
Guiding Principles	Standards
<p>Ideal practices for identifying students with high abilities must include:</p> <ul style="list-style-type: none"> <li>• A clearly defined but broadened conception of giftedness/high abilities which recognizes that giftedness manifests itself in different ways in different cultures or socio-economic groups.</li> <li>• Multiple criteria to include students rather than multiple hurdles to exclude students during the identification process.</li> </ul>	<p><b>A. The nomination/referral process is ongoing and includes all students K-12. All children are eligible for the nomination process regardless of socio-economic, linguistic or cultural background, and/or disabilities.</b></p> <p><b>B. The school corporation establishes and implements both traditional and nontraditional instruments and procedures for searching for students with high abilities in the areas served by the corporation.</b></p> <p><b>C. All parents and staff receive information and training annually about the nomination process, including the characteristics of students of high ability in areas served by the school corporation.</b></p> <p><b>D. Nominations for services must be accepted from any source. The school corporation actively searches for referrals among underrepresented populations.</b></p>
<p>Ideal practices for identifying students with high abilities must include:</p> <ul style="list-style-type: none"> <li>• Selected instruments that are valid and reliable <ul style="list-style-type: none"> <li>○ for the construct (e.g. intelligence, achievement being measured),</li> <li>○ for the group and/or age of the child taking the test (LEP, twice-exceptional), and</li> <li>○ match the program's purpose.</li> </ul> </li> <li>• Non-verbal intelligence measures for students whose first language is not English, students with language disabilities, and students who are culturally different;</li> <li>• A committee rather than a single person making placement decisions based upon the students' needs;</li> <li>• Provisions for assessing newly enrolled students for programming if appropriate to their educational needs.</li> </ul>	<p><b>A. An assessment/identification process is in place to ensure that all potential students with high abilities are appropriately assessed for identification as high ability students.</b></p> <p><b>B. Selected instruments are valid and reliable for the area of high ability being assessed and for the group and age of child.</b></p> <p><b>C. Assessments are responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.</b></p> <p><b>D. The diversity of the school corporation's student population is reflected in the school corporation's high ability population.</b></p> <p><b>E. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</b></p> <p><b>F. A committee, including the High Ability Coordinator, makes final determinations on individual student eligibility for services.</b></p> <p><b>G. Parents and teachers are notified of a student's eligibility for services and are informed of the appeal process.</b></p> <p><b>H. Personnel trained in gifted education meet at regular intervals to determine eligibility, identification and placement of individual candidates, including transfer students.</b></p>

<p>Ideal practices for placing students with high abilities in appropriately challenging service options must include:</p> <ul style="list-style-type: none"> <li>• Placement decisions based on the assessed needs of the students with periodic review.</li> <li>• Written identification and exit procedures in the multifaceted student assessment plan.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. Multiple and flexible service options are available within the high ability program.</b></li> <li><b>B. An individual assessment profile is developed for each identified child to evaluate appropriate placement in high ability service options. The individual assessment profile reflects the unique learning characteristics, potential and performance levels, interests, learning style, and educational needs of the student.</b></li> <li><b>C. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</b></li> <li><b>D. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</b></li> <li><b>E. Written policy and procedures exist for student placement, retention and exiting, as well as for parent appeals.</b></li> </ul>
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## Indiana Standards for High Ability Education - Curriculum and Instruction

<b>Programming for students with high ability must include the development and implementation of a curriculum and instructional strategies plan to meet the unique needs of these students.</b>	
Guiding Principles	Standards
<p>Ideal practices for providing differentiated curriculum for the high ability learner must include:</p> <ul style="list-style-type: none"> <li>• A written, articulated, differentiated curriculum that spans grades k-12</li> <li>• A regular classroom curriculum that is adapted modified, or replaced to meet their unique needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. A well-defined and implemented scope and sequence or curriculum map should be articulated for all grade levels and subject areas in the core curriculum.</b></li> <li><b>B. School corporation curriculum plans should include goals, content, and resources that challenge students with high ability in the regular classroom.</b></li> <li><b>C. The differentiated curriculum provides for balanced development of critical and creative problem solving and research skills, advanced content, and authentic and appropriate products.</b></li> <li><b>D. Teachers must differentiate, replace, supplement, and/or modify curricula to facilitate higher level learning goals.</b></li> <li><b>E. Differentiated curriculum is developed at the corporation level rather than the school level.</b></li> </ul>
<p>Ideal practices for developing and implementing curriculum for students with high ability must include:</p> <ul style="list-style-type: none"> <li>• A flexible instructional pace that allows for accelerated learning as appropriate;</li> <li>• Educational opportunities for early entrance, subject and grade skipping, and early matriculation;</li> <li>• Learning opportunities that consist of a continuum of differentiated curricular options, instructional approaches and resource materials.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. High ability learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated.</b></li> <li><b>B. A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of high ability learners.</b></li> <li><b>C. Decisions to accelerate the content and/or grade placement should be made following a thorough assessment.</b></li> <li><b>D. Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.</b></li> </ul>

## Indiana Standards for High Ability Education - Counseling and Guidance

<b>Gifted education programming must include the development and implementation of a counseling and guidance plan to support the unique socio-emotional needs of high ability students.</b>	
Guiding Principles	Standards
<p>Ideal practices for meeting the unique needs of students with high abilities must include:</p> <ul style="list-style-type: none"> <li>Classroom and guidance efforts differentiated to meet the socio-emotional needs of high ability students.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. Teachers, parents, administrators, and school services personnel are provided with information and training regarding the characteristics of students with high abilities and their related socio-emotional development.</b></li> <li><b>B. Teachers incorporate techniques to support affective learning in their classrooms.</b></li> <li><b>C. A counselor with specific training in the socio-emotional needs of high ability students should provide counseling and guidance services.</b></li> <li><b>D. Guidance and counseling services to meet the socio-emotional needs of students with high abilities are ongoing, K-12.</b></li> <li><b>E. Referrals are made to community resources/professionals when necessary.</b></li> </ul>
<p>Ideal practices for developing and implementing an affective curriculum for high ability students must include:</p> <ul style="list-style-type: none"> <li>A specific affective curriculum.</li> <li>Differentiated guidance and counseling services.</li> <li>College and career guidance services especially designed for their unique needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. A complete, written affective curriculum including services in academic development, career development, and personal/social development for high ability students is developed and implemented.</b></li> <li><b>B. High ability students should be provided with college/career exploration and development experiences earlier than their same age peers and consistent with their strengths.</b></li> <li><b>C. High ability students need to be provided with guidance in selecting college opportunities and financial aid that allows them to fully develop their academic potential.</b></li> </ul>
<p>Ideal practices for reaching the potential of high ability students must include:</p> <ul style="list-style-type: none"> <li>Early identification and support of high ability students from low economic environments, Limited English Proficiency, with learning or other disabilities, or cultural differences.</li> <li>Guidance, counseling and support for high ability students who are underachieving or who have other at-risk behaviors to help them reach their potential.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. Teachers are trained to recognize problem behaviors in students with high abilities and to refer them to appropriate school personnel. Administrators and school services personnel are trained to make community referrals when necessary.</b></li> <li><b>B. High ability students who are at risk or who do not display satisfactory performance in regular or high ability classes should be monitored and provided with appropriate intervention services. Parents are provided information and support regarding their at-risk students with high abilities.</b></li> <li><b>C. Teachers, administrators, school services personnel, and parents/guardians are trained to collaborate in implementing intervention strategies for at-risk students. These intervention strategies can take place at home, at school, or in the community.</b></li> <li><b>D. Ongoing services by teachers, counselors and administrators are provided and documented.</b></li> </ul>

## Indiana Standards for High Ability Education - Professional Development

<p><b>High ability learners must be served by professionals licensed in gifted education with expertise in appropriate differentiated content and instructional methods, involvement in ongoing professional development, and who possess the appropriate personal and professional traits.</b></p>	
Guiding Principles	Standards
<p>Ideal practice for a comprehensive professional development program must be provided for all school staff involved in the education of high ability learners and must include:</p> <ul style="list-style-type: none"> <li>• A general understanding of giftedness, student needs and best practice in nurturing giftedness through effective services</li> <li>• On-going development in gifted education</li> <li>• Recognition that there are varied professional development needs among staff.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. A district plan is in place for all school staff to receive information related to understanding and recognizing giftedness.</b></li> <li><b>B. Teacher competencies for working successfully with high ability students are defined and correlated with the professional development program.</b></li> <li><b>C. Staff development leaders have knowledge and expertise in the area of gifted education.</b></li> <li><b>D. Corporations encourage professional development in gifted education, e.g. workshops, conferences, and college courses.</b></li> <li><b>E. Administrators, counselors, and support staff participate with teachers in the on-going professional development program dealing with high ability learners.</b></li> </ul>
<p>Ideal practice for those working with high ability learners should include:</p> <ul style="list-style-type: none"> <li>• Licensure in gifted education</li> <li>• Participation in ongoing professional development in gifted education</li> <li>• Recognition of differing professional development levels of staff members working with high ability learners</li> <li>• Opportunity to gain knowledge and experience in gifted education according to the role played</li> <li>• Teacher coaching models with guidance from experts in gifted education.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. Corporations seek and hire teachers, administrators, and coordinators that are licensed in gifted education.</b></li> <li><b>B. Teachers and High Ability Coordinators who have responsibility for high ability learners are licensed in gifted education.</b></li> <li><b>C. Corporations establish a policy for release time for professional staff and other personnel to allow for attendance at ongoing professional development programs dealing with gifted education.</b></li> <li><b>D. Corporations provide for specific training for counselors, administrators and other personnel involved in the decision making related to their roles and responsibilities in the program of services for high ability learners.</b></li> </ul>

## Indiana Standards for High Ability Education - Program Evaluation

<p><b>Program evaluation is undertaken to improve the effectiveness of services to students with high ability. Informed decisions about program improvement are made through comprehensive and timely study of all program components using valid and reliable methods.,</b></p>	
Guiding Principles	Standards
<p>Program evaluation occurs on a regular basis</p> <ul style="list-style-type: none"> <li>Internal evaluations occur yearly</li> <li>External evaluations occur every 3-5 years.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. The corporation provides ongoing student and program assessment that is consistent with the program's philosophy, goals, and standards.</b></li> <li><b>B. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.</b></li> <li><b>C. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation and an understanding of the local corporation's demographics.</b></li> <li><b>D. Corporations allocate time, financial support, and personnel to conduct regular and systematic formative and summative program assessment.</b></li> </ul>
<p>Designing and implementing a program evaluation plan includes:</p> <ul style="list-style-type: none"> <li>Writing evaluation questions that are comprehensive and data-driven.</li> <li>Using valid and reliable instrumentation.</li> <li>Going beyond finding out if the students and parents liked the program.</li> <li>Giving the evaluator(s) access to all necessary information.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose.</b></li> <li><b>B. The corporation uses multiple, traditional and non-traditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, checklists, observation scales, interviews and performance-based measures.</b></li> <li><b>C. The program contains a clear description of performance expectations of students with high ability defined at each grade level.</b></li> <li><b>D. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.</b></li> </ul>
<p>The evaluation results must be made available through a written report</p> <ul style="list-style-type: none"> <li>The report must be presented in a public forum</li> <li>There should be multiple reporting strategies designed to communicate effectively to all interested audiences.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. The results of the program evaluation are presented to the local Board of Education and made accessible to all constituencies of the program.</b></li> <li><b>B. The evaluation report for all educational services involving students with high ability includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.</b></li> <li><b>C. Evaluation reports should be designed to present results and encourage follow-through by stakeholders.</b></li> </ul>

## Program Design

**Statement:** The development of appropriate programming for high ability learners requires comprehensive services based on a sound theoretical basis with empirical support as well as strong, trained leadership to implement the program.

### I. CORPORATION PLAN AND LEADERSHIP IN PLACE

#### **Rationale:**

- High ability programs that are based on theoretical and empirical foundations are most likely to benefit high ability learners. Band-aid approaches to fixing the inadequacies of the general education experience for high ability learners shortchange the development of their full potential.
- Incorporating current research into the plan ensures that best practices for high ability learners will be used and provides a foundation for continuing support by the corporation.
- Research indicates that a plan stating philosophy and goals is one of the key features basic to the success of a program for high ability learners. The process of writing the mission, statement of philosophy, goals, and objectives for the program requires that members contributing to the program develop a consensus of beliefs and purposes and justify the standards by which the program can be evaluated. The written statement is congruent with the corporation's mission statement and school improvement plan.
- Program development efforts for high ability learners require careful planning, development, and documentation.
- These services need to be comprehensive, differentiated, continuous K-12, and based on the nature of giftedness, family, community, and age of the child.
- Many school policies are derived from legislation and address such issues as early entry, grade skipping, early matriculation, and dual enrollment. Having established and approved policies in place for high ability learners demonstrates a corporation's commitment to them and provides an avenue for parents to address their concerns.
- To ensure that the corporation's high ability plan is implemented and the agreed upon services are delivered, a licensed High Ability Coordinator must be designated.
- To ensure that students can begin their learning at the point of their need and mastery, teachers must have knowledge and training of the level and types of learning experiences that meet the needs of students with high ability. Continuous progress can only be made by building on the learning that has already been achieved.
- To have educators, parents/guardians, and community members well informed about the high ability program in the corporation facilitates their cooperation, involvement, and support. Regularly scheduled meetings of the broad-based planning committee make the work of the committee on behalf of students with high ability available and accessible to all stakeholders.



Guiding Principles	Standards
<p>The development of appropriate programming for students with high ability must include:</p> <ul style="list-style-type: none"> <li>• a comprehensive and empirically based theoretical framework;</li> <li>• a written statement of philosophy, goals, and objectives to meet the needs of students with high ability;</li> <li>• a licensed High Ability Coordinator;</li> <li>• trained and licensed teachers; and</li> <li>• a broad-based planning committee that meets regularly.</li> </ul>	<p><b>A. High ability programming is planned in consultation with informed experts. The school corporation has a written mission/philosophy statement and accompanying goals and objectives that address the need for gifted education programming.</b></p> <p><b>B. A comprehensive K-12 High Ability Plan includes policies and procedures for identification, assessment of students, curriculum and instruction, service delivery, teacher preparation, evaluation, support services, and parent involvement. Policies also exist for early entrance, grade skipping, ability grouping, early matriculation, and dual enrollment.</b></p> <p><b>C. A broad-based planning committee representing educators, parents, and community members meets regularly to assess and support the program.</b></p> <p><b>D. A High Ability Coordinator is designated and responsible for all aspects of the program. The coordinator is high ability licensed and/or the program is developed under the guidance of an expert in gifted education.</b></p>

## II. PROGRAMMING FOR STUDENTS WITH HIGH ABILITY MUST BE PLANNED AND BE AN INTEGRAL PART OF THE SCHOOL DAY

### Rationale:

- P.L. 221 requires plans for school improvement to include services for high ability learners. When the general curriculum fails to provide appropriate learning opportunities for high ability learners, the school fails to provide an appropriate learning environment. Specialized program services for students with high ability must be planned and implemented.
- High ability learners spend as much as 50% of their time working with already-mastered curriculum which means they are working well below their abilities. They learn more rapidly, require more depth and complexity from curricula, see interdisciplinary connections, and have a broader range of interests than other students. They have special learner needs all day, every day. These needs cannot be met by after-school and summer programs, but must be met in school each day.
- Research shows most classroom teachers make few, if any, provisions for high ability learners.
- Access to a challenging curriculum in flexible and varied settings provided by trained professionals is critical to the achievement of high ability learners as are appropriate learning experiences that have the potential to increase motivation and decrease underachievement for students with high ability.

Guiding Principles	Standards
<p>Programming for students with high ability must be an integral part of the general education school day.</p> <ul style="list-style-type: none"> <li>High ability programming is articulated with the general education curriculum.</li> </ul>	<p><b>A. Services for students with high ability must be designed to supplement and build on the basic academic standards and the knowledge learned in regular classrooms at all grade levels.</b></p> <p><b>B. Students with high ability must be provided with curricular experiences at all grade levels to ensure continual student progress and learning.</b></p> <p><b>C. The program for high ability learners provides services that are an integral part of the school day.</b></p>

### III. A COMPREHENSIVE K-12 PLAN OF SERVICES IS IN PLACE

#### **Rationale:**

- A comprehensive continuum of services plan is predicated on evidence that giftedness is multifaceted and may manifest itself in many different ways and to many degrees across groups of identified high ability learners.
- One program option, such as a pull-out program, will not serve the needs of all high ability learners equally well. A continuum of comprehensive services is designed to address the specific needs of different types and levels of abilities, the age of the child, and family and community environments.
- Opportunities to match needs of students to levels of services such as cluster groups, special pull-out classes, self-contained classes, homogeneous grouping, magnet schools, dual enrollment, career and college counseling, mentorships, and the like will ensure that social, emotional, and academic needs of students with high ability are met.
- Matching high ability learners with the appropriate learning environments provides maximum opportunity for student growth.
- To ensure that students can begin their learning at the point of their need and mastery, teachers must have knowledge and training about the level and type of learning experiences that are completed by the students across grade levels and subjects.
- Continuous progress of high ability learners can only be made by building on learning that has already been achieved.

Guiding Principles	Standards
<p>Rather than any single program for high Ability learners, a comprehensive K-12 program providing a continuum of services needs to be developed and must include:</p> <ul style="list-style-type: none"> <li>early identification and intervention of students with high ability from low economic environments, with Limited English Proficiency, with learning or other disabilities, or with cultural differences; and</li> <li>guidance, counseling, and support for students with high ability who are underachieving or who have other at-risk behaviors to help them reach their potential.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. The K-12 program for high ability learners must be comprehensive, structured, and sequenced between, within, and across grade levels.</b></li> <li><b>B. School corporations offer multiple service delivery options as no single service meets the needs of all students with high ability. Options include ability grouping, resource rooms, self-contained classes, honors classes, magnet schools, AP classes, and the like.</b></li> <li><b>C. Students with high ability are included in flexible grouping arrangements in all content areas and grade levels to ensure that they learn with and from their intellectual peers.</b></li> <li><b>D. The use of flexible grouping of high ability learners must be an integral part of programming options.</b></li> <li><b>E. Early identification and intervention for all populations of high ability learners (twice- exceptional; culturally, economically, and linguistically diverse; etc.) are crucial in realizing and developing their full potential.</b></li> </ul>

## Steps and Suggestions for Implementation:

### 1. Plan a program for students with high ability.

- Appoint a corporation coordinator who is licensed in gifted education or seek advice from state experts in gifted education.
- Appoint a broad-based planning committee comprised of appropriate stakeholders (educators, parents, community members, students, and other stakeholders such as school board members and administrators).
- Seek advice from state experts in gifted education. Experts can provide examples, assist in avoiding common pitfalls, and aid in developing the plan.
- Conduct a needs assessment to determine community and school beliefs and needs for high ability programming.
- Visit other schools that program for high ability learners.
- Develop a philosophy, goals, objectives, and mission statement for the program and seek school board approval.
- Hold regular meetings of the broad-based planning committee to plan and evaluate the program.
- Disseminate the meeting minutes to all stakeholders.
- Implement and evaluate program options (e.g., ability grouping, cluster grouping, self-

contained classes, pull-out classes, honors and AP classes) that meet the needs of high ability learners.

- Include written policies on early entrance, grade skipping, early matriculation, and dual enrollment in the corporation's High Ability Plan.
- Disseminate and make available to appropriate stakeholders the corporation's plan for high ability learners.

**2. Plan, implement, and integrate the corporation's plan into the current educational program.**

- Plan funding to include services and materials for high ability learners because state funding is meant to supplement corporation funds.
- Include provisions for high ability learners in all school improvement plans.
- Include provisions for high ability learners in all curriculum planning for the corporation.
- Develop a range of services to provide differentiated learning experiences for students with high ability during the school day.
- Develop a list of modifications and structures the corporation will use to deliver appropriate services to students with high ability during the school day.
- Train teachers in these modifications and encourage teachers to take coursework and seek training on meeting the needs of students with high ability.

**3. Plan a comprehensive level of services K-12 for high ability learners.**

- Establish programming for students with high ability that is available to students K-12 and is specifically designed to meet the identified needs of the population.
- Plan services for students with high ability that cross all formats of differentiated programming but are not limited to one option.
- Group students with high ability for learning in different content areas based on their level of understanding and mastery.
- Assess academic knowledge and skills so that appropriate materials and experiences may be made available to high ability learners.
- Provide a wide range of materials in levels and content to teachers; materials and personnel can be shared between and among grade levels so that the needs of high ability learners can be addressed by classroom teachers.
- Provide training for teachers to:
  - understand the importance of pre-assessment;

- allow differentiation in the content, process, and products of students with high ability;
- develop alternative curriculum opportunities for students who have mastered the standards and skills or content;
- develop a plan that will allow students with high ability to flexibly progress through the delineated content, skills, and standards at their individual pace; and
- extend the articulated plan for high ability learners to include all grades and all levels of the corporation, K-12.

## Identification

**Statement:** Gifted learners must be assessed to determine appropriate educational services. A school corporation's identification procedures are equitable, comprehensive, and ongoing. They reflect the Indiana definition of high ability students and identify at a minimum those students with high abilities in the general intellectual domain (high ability) and/or the specific academic domains of mathematics (M-HA) or language arts (L-HA).

### I. NOMINATION/ REFERRAL

#### **Rationale:**

- Students with high ability exist among all of the diverse populations in a school corporation. Students whose high abilities may be masked by factors such as language or cultural barriers or poverty must especially be sought out.
- In order to ensure equal access to services for students of high ability, the nomination/referral process must be ongoing, allowing students at all grade levels to be considered, and must include a variety of methods for identification.
- To ensure that students are evaluated from various perspectives, it is necessary to provide specific training for individuals in a variety of positions within the school and corporation, (e.g., counselors, administrators, etc.).
- Data from previous referral(s) provide useful information for evaluating a student who has been referred previously.

Guiding Principles	Standards
<p>Ideal practices for identifying students with high ability must include:</p> <ul style="list-style-type: none"><li>• a clearly defined but broadened conception of high ability, which recognizes that high ability manifests itself in different ways in different cultures or socioeconomic groups; and</li><li>• multiple criteria to include students rather than multiple hurdles to exclude students during the identification process.</li></ul>	<p><b>A. The nomination/referral process is ongoing and includes all students K-12. All children are eligible for the nomination process regardless of socioeconomic, linguistic or cultural background, and/or disabilities.</b></p> <p><b>B. The school corporation establishes and implements both traditional and nontraditional instruments and procedures for searching for students with high ability in the areas served by the corporation.</b></p> <p><b>C. All parents and staff receive information and training annually about the nomination process, including the characteristics of students of high ability in areas served by the school corporation.</b></p> <p><b>D. Nominations for services must be accepted from any source. The school corporation actively searches for referrals among underrepresented populations.</b></p>

## **II. ASSESSMENT/ IDENTIFICATION**

### **Rationale:**

- To ensure that all possible variables have been considered it is necessary for more than one person to make a determination of a student's eligibility.
- Because students have differing ways of demonstrating talent, final determination of eligibility must always be based on more than one criterion or screening instrument.
- A data record or file ensures that information is retained for future use.
- In order to ensure all students equal access to HA services, the instruments used to measure eligibility must be appropriate for the particular students being assessed, including gifted minority children, Limited English Proficiency (LEP) students, children with disabilities, and children in poverty.
- Every effort must be made to seek and find potential students with high ability among all the diverse populations found in a school corporation. The population of the students identified as having high ability reflects the population of the school corporation.
- Information regarding the status of a nominated student is provided to parents and all who interact with that student in the school setting so that appropriate plans can be made in a timely manner. Teachers and parents who desire more information are entitled to know the procedure to obtain that information.
- It is not appropriate to delay testing for transfer students who have been identified by the criteria of their former school corporation. The educational program for transfer students must continue with as little disruption as possible.

Guiding Principles	Standards
<p>Ideal practices for identifying students with high ability must include:</p> <ul style="list-style-type: none"> <li>• selected instruments that are valid and reliable: <ul style="list-style-type: none"> <li>○ for the construct (e.g., intelligence, achievement) being measured,</li> <li>○ for the group and/or age of the child taking the test (LEP, twice-exceptional), and</li> <li>○ to match the program's purpose;</li> </ul> </li> <li>• nonverbal intelligence measures for students whose first language is not English, students with language disabilities, and students who are culturally different;</li> <li>• a committee rather than a single person making placement decisions based upon the students' needs; and</li> <li>• provisions for assessing newly enrolled students for programming if appropriate to their educational needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. An assessment/identification process is in place to ensure that all potential students with high ability are appropriately assessed for identification as students with high ability.</b></li> <li><b>B. Selected instruments are valid and reliable for the area of high ability being assessed and for the group and age of child.</b></li> <li><b>C. Assessments are responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.</b></li> <li><b>D. The diversity of the school corporation's student population is reflected in the school corporation's high ability population.</b></li> <li><b>E. Evidence from multiple sources is used to determine eligibility and a data record or file is established for each nominee.</b></li> <li><b>F. A committee, including the High Ability Coordinator, makes final determinations on individual student eligibility for services.</b></li> <li><b>G. Parents and teachers are notified of a student's eligibility for services and are informed of the appeal process.</b></li> <li><b>H. Personnel trained in gifted education meet at regular intervals to determine eligibility, identification, and placement of individual candidates, including transfer students.</b></li> </ul>



### III. PLACEMENT/ SERVICE OPTIONS

#### Rationale:

- No one program meets the needs of all students. To ensure equity, it is necessary to correlate high ability service options to students' skills and abilities. High ability services must be available to qualified "Twice Exceptional Students" (e.g. those students with high abilities and emotional issues, physical disabilities, or learning disabilities.).
- In order for families to make an informed choice regarding their child's participation in the high ability services, they must have access to information regarding all aspects of the program. All qualified students with high abilities matching program offerings are entitled to the services of the high ability program. Every effort must be made to meet the needs of the student before withdrawal from the program is considered. Alternative ways to meet the student's needs must be explored.
- It is important for a child to receive high ability services as soon as possible upon moving to a new school or school corporation. When parents/guardians deliver the high ability information from the prior school corporation, the evaluation process can begin immediately.
- While students with high ability may not always perform to expectations, they are still identified as high ability. They are entitled to an objective evaluation of whether the program matches their academic needs.
- Grades, homework completion, and/or inappropriate behavior are not, by themselves, reasons for not receiving services.

Guiding Principles	Standards
<p>Ideal practices for placing students with high ability in appropriately challenging service options must include:</p> <ul style="list-style-type: none"><li>• placement decisions based on the assessed needs of the students with periodic review, and</li><li>• written identification and exit procedures in the multifaceted student assessment plan.</li></ul>	<p><b>A. Multiple and flexible service options are available within the high ability program.</b></p> <p><b>B. An individual assessment profile is developed for each identified child to evaluate appropriate placement in high ability service options. The individual assessment profile reflects the unique learning characteristics, potential and performance levels, interests, learning style, and educational needs of the student.</b></p> <p><b>C. Students and parents are provided information and orientation regarding student placement and participation options. Signed parent permission for participation is on file.</b></p> <p><b>D. Before any student is considered for withdrawal from the program, interventions are implemented and a meeting is held with the parents and student.</b></p> <p><b>E. Written policy and procedures exist for student placement, retention, and exiting, as well as for parent appeals.</b></p>

## Steps and Suggestions for Implementing an Identification Plan

### 1. **Define giftedness in your school corporation to include High Ability-General Intellectual (High Ability), High Ability-Math (M-HA) and High Ability-Language Arts (L-HA).**

These definitions of high ability are to be used to identify students who require enhanced instruction during regular school hours for language arts, mathematics and/or all areas of core curriculum in order to develop their potential. School corporations will meet the educational needs of identified high ability, M-HA, or L-HA students through differentiated curriculum, instruction, and programming options such as cluster grouping, ability grouping (between classes or within class), honors classes, and/or self-contained classes.

Some Indiana school corporations have developed their own definitions of giftedness and their own programs for serving students with high ability based upon those definitions. It is important that those definitions and protocols follow Indiana Standards for Identification of Students with high ability outlined in this document. Those programs may serve additional students or domains of high ability beyond the definitions and identification criteria outlined here. However, the definitions included here represent the minimum level of identification that is present in all Indiana schools. The specific definitions are outlined in Appendix B. Another useful document for Indiana schools is the Flip Chart, “Identifying Students with High Abilities in Indiana,” available from the Indiana Department of Education, Division of Exceptional Learners.

### 2. **Consider multiple sources of information when nominating and identifying students.**

- Collect evidence from standardized tests.
  - Cognitive/ intelligence/ ability tests indicate how one might use the information one has learned. Cognitive functioning, visual, verbal, written and/or spatial areas of reasoning are included. Examples include but are not limited to:
    - Naglieri (NNAT),
    - Otis Lennon School Ability Test (OLSAT),
    - Raven's Progressive Matrices,
    - Stanford Binet Intelligence Scale, and
    - Wechsler Intelligence Scale for Children (WISC III).
  - Achievement tests evaluate the quantity of information one has learned and retained. Achievement tests are not used to exclude a student from HA identification. Examples include but are not limited to:
    - ISTEP,
    - Comprehensive Tests of Basic Skills (CTBS),
    - Iowa Test of Basic Skills (ITBS), and
    - NWEA
- Collect evidence by nonstandard or nontraditional means, including but not

limited to:

- product/portfolio evaluation teacher and parent/guardian referral information;
  - results of interviews with teacher, counselor, administrator, and student;
  - comments in cumulative folders; and
  - comments on report cards.
- Increase the use of performance-based evaluation.
  - Avoid a "one size fits all" evaluation process for high ability identification.

**3. Inform all staff members of the necessity to consider all students initially.**

- Provide all staff members with information on how to nominate a student for consideration.
- Disseminate information on characteristics and the referral process in a variety of ways:  
school corporation professional development,  
site level professional development,  
information bulletins,  
newsletters,  
site level staff meetings,  
school corporation principals' meetings,  
evening parent meetings,  
website,  
student handbook,  
high ability program brochure, and  
PTA notices.

**4. Provide professional development for school personnel to recognize characteristics of gifted learners.**

- Provide professional development on the characteristics and needs of students with high ability to teachers, counselors, media specialists, administrators, and all members of the staff.
- Ensure that teachers serving underrepresented populations receive information specific to strategies for recognizing and referring these students. This information might include:
  - knowledge of characteristics that indicate high ability;
  - classroom activities that allow students to think critically;
  - problem solving, analysis, and discussion;
  - classroom activities that result in a verbal, written, or illustrated product; and
  - indicators of potential students with high ability among Limited English Proficiency learners.
- Join professional organizations such as Indiana Association for the Gifted and National Association for Gifted Children to learn of professional development opportunities.
- Read professional journals and contemporary literature; be aware of the latest research from the National Research Center for the Gifted and Talented.

- Utilize the Shared Information Services libraries housed at Ball State and Purdue Universities and the Wilson Education Service Center. These contain many resources related to the education of students with high ability **Provide all parents with a list of characteristics of students with high ability in domains served by the school corporation.**
- Obtain current information on the characteristics of students with high ability from the websites of the National Research Center for the Gifted and Talented, the National Association for Gifted Children, and the Indiana Association for the Gifted.
- Disseminate information on characteristics and the referral process in a variety of ways:
  - information bulletins,
  - newsletters,
  - evening parent meetings,
  - website,
  - student handbook,
  - high ability program brochure,
  - PTA notices,
  - Back-to-School Night,
  - parent education meetings, and
  - community meetings.
- Provide a form to parents who wish to refer their child for testing. The form might include items such as the following:
  - characteristics that indicate giftedness,
  - behaviors that lead to a belief that a child may have high abilities including:
  - sophisticated behaviors exhibited at a young age,
  - child's interests and activities,
  - books the child has read within the last six months,
  - child's favorite television program, and
  - siblings identified as having high abilities,
  - a description of the program.
- Make forms available at orientation meetings, at school sites, and at the school corporation office.
- Communicate with individual parents and students.
- Conduct teacher-student conferences.
- Distribute parent permission forms for testing and services through the U. S. mail.

**6. Use a committee to find students to include in the initial pool for consideration.**

- Seek personnel trained in gifted education. Select a committee whose members represent a broad range of perspectives. Meet with the high ability education committee to evaluate eligibility of individual candidates at regular intervals.
- Provide appropriate training for all members of the committee.
- Review all data that have been collected for the student during the referral

process. Data could include items such as information collected during the referral process and information from administrators, school psychologists, classroom teachers, resource staff, and others who are familiar with the student.

**7. Consider identifying students through testing data that have been disaggregated according to free/reduced lunch, ethnicity, gender, special education accommodations, or Limited English Proficiency (LEP).**

- Collect demographic data for the school corporation and for the high ability program on a consistent basis.
- Target areas of under-representation using alternative methods of identification.

**8. Give students in the screening pool additional assessments if necessary.**

- Conduct student interviews. Questions might include items such as:
  - favorite books,
  - favorite authors,
  - career goals,
  - questions related to student's current curriculum, or
  - current events.
- Students should be encouraged to elaborate and support their answers. Ask “Why?” Look for evidence of:
  - advanced vocabulary,
  - abstract thinking,
  - ability to make connections,
  - insights beyond expectations for age level,
  - advanced expression of thoughts and opinions,
  - ability to move from specifics to broad implications, and
  - leadership.
- Collect student products. Compare with samples of “typical products” from age/grade level peers. Look for evidence of:
  - in-depth concepts,
  - abstract thinking,
  - intra- and interdisciplinary connections,
  - insightful observations, and
  - extensive detail and extension of ideas in products.
- Observe and work with Limited English Proficiency students. Look for evidence of:
  - rapid acquisition of English,
  - use of advanced vocabulary in either language,
  - advanced skill in areas not requiring extensive language knowledge,
  - ability to compete with peers in a second language,
  - ability to achieve a high score on a writing prompt,
  - unusual detail in products, and
  - leadership.
- Observe classroom performance. Look for evidence of:
  - insightful observations -written, illustrated and/or verbal;

- evidence of leadership among peers;
    - intense involvement;
    - quick, accurate recall of facts;
    - ability to handle a multiplicity of variables;
    - ability to generalize from one experience to another; and
    - imagination.
  - Accept referrals from all sources.
9. **Consider giving a nonverbal measure of cognitive ability (e.g., Ravens or Naglieri) to students identified only through disaggregated data, checklist, or nomination. Contact Shared Information Services if you would like to review alternate tests.**
  10. **Construct a preliminary list of students who may be high ability general intellectual, high ability, L-HA, and M-HA.**
  11. **Consider that different children on your list may need different placement options.**
  12. **Notify the parents and place the identified students with teachers trained to meet the needs of learners with high ability.**
  13. **Continue to identify students needing services.**
    - Develop a process that ensures that students may be nominated for re-evaluation in subsequent years.
    - Provide a nomination or referral process that is ongoing (K-12) and not just available at designated grade levels.
    - Create a database and/or file on all referrals that is easy to access and contains information that would be useful in a subsequent re-evaluation of the student.
  14. **For students who may not meet expectations while receiving services as a student with high ability:**
    - develop a process that includes observation by personnel such as a counselor, coordinator, principal, and school psychologist;
    - convene a group to evaluate the problem;
    - have the group develop intervention strategies such as:
      - classroom observation,
      - classroom behavior modification,
      - assistance by non-partial school corporation staff member,
      - counseling services,
      - referral to school psychologist,
      - referral to outside community resource, and
      - change in classroom curriculum and/or instruction;
    - meet with parents and student; and
    - develop a plan for modifications in high ability services if appropriate.
  15. **Maintain a file for each student on the results of the nomination and**

**identification process.**

- Duplicate records and provide to parent or guardian upon request.
- Ensure that the cumulative folder contains information regarding the student's identification or specifies that identification data is stored in another, confidential file and is available to parents/guardians upon request.

**16. Provide additional testing for those who request it due to appeals, illness, and/or moving from a different school or school corporation.**

- Inform all stakeholders how they may receive additional information or have questions answered.
- Conduct an immediate evaluation of the high ability identification criteria used by the former school corporation.
- Provide high ability services to qualified students immediately.
- Evaluate students who are not eligible according to the receiving school corporation's identification criteria in a timely manner.
- Analyze placement options to ensure the best possible service for the student.
- Communicate results of evaluation to parents and appropriate school personnel immediately.

## **Curriculum and Instruction**

**Statement: Programming for students with high ability must include the development and implementation of a curriculum and instructional strategies plan to meet the unique needs of these students.**

### **I. MEETING UNIQUE NEEDS**

#### **Rationale:**

- Students with high ability exhibit needs for a high level of complexity, depth, and acceleration in learning. Their learning is often advanced and requires materials and concepts beyond their grade levels. Such educational needs require that modification and differentiation of the curriculum be in place so that the needs of these students can be met and their continuous progress ensured.
- Early mastery of content and skills and continuous progress lead to sustained advanced learning rates across grade levels.
- Materials and resources must be provided that allow the subject matter to be studied with more complexity, greater depth, and over a broader range of difficulty than found at the assigned grade level for the curriculum to be appropriately differentiated to meet the needs, interests, and abilities of students with high ability.
- Differentiating the core curriculum and individualizing the curriculum are not the same. The diversity within the group of students with high ability demands that teachers attend individually as well as collectively to the students within the group.
- Students with high ability need a developmentally appropriate and sequenced curriculum.



Guiding Principles	Standards
<p>Ideal practices for providing differentiated curriculum for the high ability learner must include:</p> <ul style="list-style-type: none"> <li>• a written, articulated, and differentiated curriculum that spans grades K-12; and</li> <li>• a regular classroom curriculum that is adapted, modified, or replaced to meet his or her unique needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. A well-defined and implemented scope and sequence or curriculum map is articulated for all grade levels and subject areas in the core curriculum.</b></li> <li><b>B. School corporation curriculum plans include goals, content, and resources that challenge students with high ability in the regular classroom.</b></li> <li><b>C. The differentiated curriculum provides for balanced development of critical, creative, problem solving, and research skills, advanced content, and authentic and appropriate products.</b></li> <li><b>D. Teachers must differentiate, replace, supplement, and/or modify curricula to facilitate higher level learning goals.</b></li> <li><b>E. Differentiated curriculum is developed at the corporation level, rather than the school level.</b></li> </ul>

## II. INSTRUCTIONAL PACE

### Rationale:

- Students with high ability learn at different rates, and they differ in ability to think at advanced levels. Varying the instructional pace is an important strategy for delivering curricula to high ability learners. Flexible instructional pacing allows for an optimal match between curriculum and student needs.
- Subject and grade skipping are options that allow high ability learners to be placed at the appropriate instructional level. A flexible system of acceleration provides students with opportunities to progress through the basic curriculum based upon mastery of the material.
- High ability learners require multiple options for taking in information and making sense of what they learn. Specific strategies for supporting curricular options include:
  - acceleration,
  - ability grouping,
  - high-level curricular materials,
  - career education, and
  - programs that influence academic and affective outcomes.

Guiding Principles	Standards
<p>Ideal practices for developing and implementing curriculum for students with high ability must include:</p> <ul style="list-style-type: none"> <li>• a flexible instructional pace that allows for accelerated learning as appropriate;</li> <li>• educational opportunities for early entrance, subject and grade skipping, and early matriculation; and</li> <li>• learning opportunities that consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.</li> </ul>	<ul style="list-style-type: none"> <li>A. <b>High ability learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated.</b></li> <li>B. <b>A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerated learning pace and advanced intellectual processes of high ability learners.</b></li> <li>C. <b>Decisions to accelerate the content and/or grade placement are made following a thorough assessment.</b></li> <li>D. <b>Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.</b></li> </ul>

## Steps and Suggestions for Implementing a Curriculum and Instructional Plan

- 1. Establish a researched and accepted definition of differentiation as a basis for documenting achievement levels of students with high ability in relation to core curriculum.**
- 2. Have individuals involved in gifted education programming obtain training and experience related to the elements of differentiation.**
- 3. Analyze standardized and/or criterion-referenced tests to document achievement levels of students with high ability and the differentiated core curriculum.**
- 4. Construct a scope and sequence or curriculum map for all subjects in the core curriculum for grades K-12.**
  - Articulate what differentiated skills, content, process, and products are introduced or reinforced at each grade level to provide continuity and comprehensiveness of learning experiences.
  - List materials and resources that are needed to allow the subject matter to be studied in greater depth, with greater complexity, and over a broader range of difficulty than found at the assigned grade level.
- 5. Establish and follow a researched pattern of steps to construct units of study.**
- 6. Train teachers to make modifications to the curriculum based upon student strengths, interests, abilities, and achievement levels.**

- 7. Select appropriate curriculum and instructional strategies to correlate with the appropriate state academic standards.**
  - Mathematics and language arts standards will most likely need to be accelerated.
  - Social studies and science can be enriched.
- 8. Articulate the options available to students and the means through which students will be screened for such options.**
  - Establish clear referral procedures.
  - Establish entry and exit points for students in the curriculum at regular intervals.
  - Use an established protocol for assessing student proficiency in all standard courses to determine placement in optional services. Provide training sessions for teachers to learn the referral procedures.
  - Employ diagnostic testing, performance-based assessments, and observation of mastery to demonstrate proficiency and essential skills. Develop procedures for designing intervention plans such as contracts, behavior modification schedules, flexible schedules, and the use of mentors.
  - Consider an individual student's demonstration of ability, readiness, and motivation before placement in optional services. For example, compacting of the curriculum may be needed.
  - Employ grouping practices, enrichment, and acceleration as approaches to serving students who have demonstrated proficiency in standard courses of study.
- 9. Provide flexible instructional arrangements (e.g., special classes, seminars, mentorships, independent study, and research projects) for students.**
- 10. Select an extensive range of resources (including out-of-grade-level print and non-print materials) to augment differentiated curriculum and supplement independent study opportunities for individual students.**

## Counseling and Guidance

**Statement: Gifted education programming must include the development and implementation of a counseling and guidance plan to support the unique socio-emotional needs of students with high ability.**

### I. MEETING UNIQUE NEEDS

#### **Rationale:**

- Affective needs of students with high ability can be overlooked as educators and families focus on academic development. These students often respond to socio-emotional issues differently than their same-age peers. They may not understand why others are different from themselves in their learning needs or why classroom activities are not sufficiently challenging. They may have uneven development, being more advanced in some areas than others. They may be more intense, intolerant of unchallenging classwork, more perfectionistic, and/or have different choices in learning and social activities.
- There is a wide range of ability among students with high ability; students with high ability are also different from one another in their affective characteristics. It is important to understand characteristics of students with high ability, but to recognize and be sensitive to individual differences.
- Both teacher education and counselor education programs contain little or no information on characteristics of gifted learners and how to meet the range of their guidance and counseling needs. Therefore these education professionals are often unable to deal appropriately with the socio-emotional issues of their students with high ability, and they are also unable to provide adequate information to parents on how to address the needs of their high ability child(ren). Child rearing guides often lack information on the special needs of gifted children. School corporations must provide this information.
- There are limitations to what teachers can be expected to address in regard to the socio-emotional needs of students with high ability. School services personnel, such as school counselors, school social workers, and school psychologists are contacted if additional assistance is needed. Some student needs may require referrals to appropriate community resources.
- Counseling and guidance services are ongoing and include services to address the academic, career, and personal/social development of students with high ability.
- To be most effective, teachers, administrators, school services personnel, and parents/guardians must collaborate with one another. Each brings a different perspective and skill to each situation. Learning to combine skills and experience will provide better decision-making regarding services for students.

Guiding Principles	Standards
<p>Ideal practices for meeting the unique needs of students with high ability must include classroom and guidance efforts differentiated to meet the socio-emotional needs of students with high ability.</p>	<p><b>A. Teachers, parents, administrators, and school services personnel are provided with information and training regarding the characteristics of students with high ability and their related socio-emotional development.</b></p> <p><b>B. Teachers incorporate techniques to support affective learning in their classrooms.</b></p> <p><b>C. A counselor with specific training in the socio-emotional needs of students with high ability provides counseling and guidance services.</b></p> <p><b>D. Guidance and counseling services to meet the socio-emotional needs of students with high abilities are ongoing, K-12.</b></p> <p><b>E. Referrals are made to community resources/professionals when necessary.</b></p>

## I. AFFECTIVE CURRICULUM

### Rationale:

- Teachers are in a position to be effective in supporting the socio-emotional needs of students with high ability. Teacher and student resources related to affective needs are available in such areas as interpersonal skills, self-esteem, perfectionism, empathy, and moral and ethical judgment.
- An affective curriculum specifically differentiated for the needs of gifted learners is provided for all high ability learners. The counselor or a teacher specifically trained in the social and emotional needs of the gifted leads student discussions on such topics as understanding learning differences, giftedness, dealing with expectations, perfectionism, stress, and so forth.
- High ability education assists students in becoming autonomous learners as well as good decision makers.
- Gifted learners are often multi-talented and this can cause career decision making to be more difficult. Special care is taken to ensure students the opportunity to explore career possibilities and to assist them in aligning these possibilities with interests and abilities. Assistance is often needed to recognize where interests and abilities might be used in career decision-making.
- Even when students do well in school, parents may not have sufficient knowledge to help them in their college selection and application process. A lack of awareness of the financial assistance system may further penalize them. Many outstanding opportunities exist for high ability learners in honors programs and/or highly selective universities. Guidance in these directions is crucial for students to achieve their potential.

Guiding Principles	Standards
<p>Ideal practices for developing and implementing an affective curriculum for students with high ability must include:</p> <ul style="list-style-type: none"> <li>• a specific affective curriculum,</li> <li>• differentiated guidance and counseling services, and</li> <li>• college and career guidance services specially designed for their unique needs.</li> </ul>	<p><b>A. A complete, written affective curriculum containing services in academic development, career development, and personal/social development is provided and documented for students with high ability.</b></p> <p><b>B. Students with high ability are provided with college/career exploration and development experiences earlier than their same age peers and consistent with their strengths.</b></p> <p><b>C. Students with high ability need to be provided with guidance in selective college opportunities and financial aid that allows them to fully develop their academic potential.</b></p>

### III. DEVELOPING POTENTIAL

#### Rationale:

- Early identification of students with high potential can allow appropriate academic services to be provided early in the child's school life. When students with high ability are receiving sufficient academic challenge, they are more engaged in their learning and less likely to develop at-risk behaviors such as underachievement, depression, substance abuse, etc.
- Twice exceptional students, students with low socioeconomic backgrounds, Limited English Proficiency, learning differences, or cultural differences may not be as easily identified as being academically able. These students may need additional assistance in overcoming barriers to achieving their academic potential and succeeding in high ability programs.
- Early detection of at-risk behaviors is essential. Students with high ability are as at-risk as any other student and their at-risk behaviors also may require adult intervention. A student with high ability may make "good grades," making it more difficult to diagnose such at-risk behaviors.
- Teachers are in the best position to observe at-risk behaviors and therefore must know what to look for and with whom to share information when such behaviors are observed.
- At-risk students with high ability receive appropriate interventions to address the at-risk behavior(s). Removing underachieving students from specific services related to their high ability may not solve the problem behavior. Interventions are provided in addition to the student's educational programming.
- To be most effective, school personnel and parents must collaborate with one another. Each brings to a given situation different perspectives and skills.
- Students are placed in services for high ability learners on the basis of their needs and abilities; placement is not viewed as a reward for good behavior to be withdrawn when the student underachieves or otherwise does not meet adult expectations. Intervention to correct the behavior is sought so that academic potential may be achieved.

Guiding Principles	Standards
<p>Ideal practices for helping students with high ability reach their potential must include:</p> <ul style="list-style-type: none"> <li>• early identification and support of students with high ability from low economic environments, with Limited English Proficiency, with learning or other disabilities, or with cultural differences; and</li> <li>• guidance, counseling, and support for students with high ability who are underachieving or who have other at-risk behaviors to help them reach their potential.</li> </ul>	<ul style="list-style-type: none"> <li><b>A. Teachers are trained to recognize problem behaviors in students with high ability and to refer them to appropriate school personnel. Administrators and school services personnel are trained to make community referrals when necessary.</b></li> <li><b>B. Students with high ability who are at-risk or do not display satisfactory performance in regular or high ability classes are monitored and provided with appropriate intervention services. Parents are provided information and support regarding their at-risk students with high ability.</b></li> <li><b>C. Teachers, administrators, school services personnel, and parents/guardians are trained to collaborate in implementing intervention strategies for at-risk students. These intervention strategies can take place at home, at school, or in the community.</b></li> <li><b>D. Ongoing services by teachers, counselors and administrators are provided and documented as appropriate.</b></li> </ul>

## Steps and Suggestions for Implementing a Counseling and Guidance Plan

- 1. Provide parents/guardians and educators, K-12, information and suggest strategies to support affective development.**
  - Establish a plan and procedures for collaborative workings between parents, teachers, administrators, and school services personnel.
  - Include teachers and support personnel in any plan for student support including Individual Education Plans, General Education Intervention, or other, less formal plans.
  - Disseminate appropriate general information about at-risk behavior to all parents/guardians.
- 2. Provide training to parents, teachers, administrators, and school services personnel regarding the socio-emotional development of students with high ability.**
  - Provide lists of affective traits of gifted students for educators and parents/guardians. Point out individual differences among students with high ability; that there is a range of needs and a range of giftedness.
  - Include information for parents and educators about the additional needs of students with high ability who may be twice exceptional, have Limited English Proficiency, or are from poverty or backgrounds of cultural difference.

- Make parents, teachers, and other school personnel aware of the resources available regarding social and emotional needs of gifted students as well as the process to access those resources.

**3. Establish procedures for collaboration if situations arise that are of concern to the teacher or parent.**

- Create a plan and procedures for collaboration between teachers and counselors.
- Establish clear referral procedures.
- Collect and provide sample at-risk behavior information and a list of resources related to such behaviors in high ability learners.
- Provide training sessions for teachers to learn the referral procedures and how to recognize at-risk behaviors.
- Develop procedures for designing intervention plans such as contracts, behavior modification schedules, flexible schedules, and the use of mentors.
- Create a list of counseling services available within the schools in the corporation.
- Train counselors in the special needs of students with high ability who may be twice exceptional, have Limited English Proficiency, or are from poverty or backgrounds of cultural difference.
- Create a list of available community resources for supporting the social and emotional needs of gifted students.
- Provide training for counselors regarding a variety of available referral options.
- Establish procedures for referral from the school corporation to community support services.
- Establish appropriate record keeping to document service and progress.
- Evaluate and revise the collaborative plan and services as necessary.

**4. Develop an affective curriculum specifically differentiated for the needs of high ability learners.**

- Provide training sessions for teachers that include skills for leading student discussion groups and guidelines for teachers as advisors.
- Create teacher resources to support and augment affective lessons and activities.
- Encourage the use of literature to support positive affective development in students through the use of bibliotherapy and discussion groups.
- Include discussions led by school services personnel or teachers specifically trained in the social and emotional needs of students with high ability. Discussion groups could focus on what it means to be gifted, establishing and maintaining positive relations with peers, dealing with over-sensitivity to what others say and do, making appropriate choices, developing the ability to relax and relieve tension, maintaining the motivation and desire to achieve, developing positive leadership skills, getting along with family members, developing tolerance and appreciation for others, dealing with perfectionism and fear of failure, satisfying the need for mental stimulation, and dealing with feeling different.

**5. Develop a college and career guidance program.**

- Provide specialized training for counselors and teachers regarding advanced



- learning opportunities for gifted students.
- Make available Midwest Academic Talent Search materials.
  - Ensure that all high ability juniors take the PSAT in October of the junior year for consideration as a potential for National Merit Scholar.
  - Encourage all students with high ability to take the SAT and/or ACT more than once.
  - Establish or support an existing mentoring program for both middle and high school students.
  - Arrange for middle/junior high school exposure to college admissions requirements and timelines, and a wide selection of college catalogs.
  - Inform parents and students of the value of Advanced Placement courses.
  - Facilitate job shadowing.
  - Support or create partnerships with local colleges, universities, and training centers.
  - Schedule college recruiting events and campus open-house opportunities.
  - Provide information regarding scholarships and other financial assistance.
  - Schedule evening parent/guardian and student sessions with college counselors.
  - Arrange for college visitations when appropriate.

## Professional Development

**Statement: High ability learners must be served by professionals licensed in gifted education with expertise in appropriately differentiated content and instructional methods, who are involved in ongoing professional development, and who possess a positive attitude toward and have a desire to work with high ability students.**

### I. PLANNING FOR LICENSURE IN GIFTED EDUCATION

#### **Rationale:**

- The High Ability Coordinator holds a license in gifted education or is actively working toward the high ability license and demonstrates knowledge and experience in gifted education, or seeks assistance from recognized experts in the field.
- Educators working directly with high ability learners in the core content areas seek Indiana licensure in gifted education.
- All Indiana corporations provide opportunities to school counselors, building principals, classroom teachers, as well as teacher specialists and those with decision-making responsibilities in services for high ability learners to take gifted education courses.

Guiding Principles	Standards
<p>Ideal practice for those working with high ability learners includes:</p> <ul style="list-style-type: none"><li>• licensure in gifted education,</li><li>• participation in ongoing professional development in gifted education,</li><li>• opportunity to gain knowledge and experience in gifted education according to the role played, and</li><li>• teacher-coaching models with guidance from experts in the gifted education field.</li></ul>	<p><b>A. Corporations seek administrators and coordinators that are licensed in gifted education or seek assistance from recognized experts in the field.</b></p> <p><b>B. Teachers and High Ability Coordinators who have responsibility for high ability learners are licensed in gifted education.</b></p> <p><b>C. Corporations provide for specific training for counselors, administrators, and other personnel involved in the decision-making related to their roles and responsibilities in the program of services for high ability learners.</b></p>

## II. PLANNING FOR SCHOOL CORPORATION PROFESSIONAL DEVELOPMENT

### Rationale:

- Corporations must provide professional development to administrators, teachers, school counselors, and other school personnel working with high ability learners to compensate for the lack of gifted education learning opportunities in general education preparation at colleges and universities.
- Professional development opportunities must be offered by corporations to school personnel in order to increase knowledge or skills to develop the appropriate educational experiences for high ability learners, including underachieving students with high ability and those from traditionally underserved populations (e.g., those from low socioeconomic backgrounds, with Limited English Proficiency, with disabilities, or with cultural differences).
- Corporations must recognize the correlation between professional development and high ability services and programs that succeed in improving the climate and quality of the educational experience of the total school. Staff development in high ability education must be integrated into the overall professional development plan of every school.
- Presenters must be knowledgeable and experienced in the area of gifted education to provide an effective and meaningful professional development experience.
- Professional development opportunities in gifted education may include videotapes, books, study groups, presentations by corporation level specialists, and outside consultants in gifted education.

Guiding Principles	Standards
<p>Ideal practice for a comprehensive professional development program must be provided for all school staff involved in the education of high ability learners and must include:</p> <ul style="list-style-type: none"><li>• a general understanding of giftedness, student needs, and best practice in nurturing giftedness through effective services;</li><li>• ongoing development in gifted education; and</li><li>• recognition that there are varied professional development needs among staff.</li></ul>	<p><b>A. A corporation plan is in place for all school staff to receive information related to understanding and recognizing giftedness.</b></p> <p><b>B. Teacher competencies for working successfully with high ability students are defined and correlated with the professional development program.</b></p> <p><b>C. Staff development leaders have knowledge and expertise in the area of gifted education.</b></p> <p><b>D. Corporations encourage professional development in gifted education (e.g., workshops, conferences, and college courses).</b></p> <p><b>E. Administrators, counselors, and support staff participate with teachers in the ongoing professional development program dealing with high ability learners.</b></p>

## **Steps and Suggestions for Implementing a Professional Development Plan**

- 1. Define at the corporation level criteria that specify the qualifications believed to be supportive of best practices in selecting effective teachers, coordinators, and other personnel working with high ability learners. The qualifying process includes:**
  - fulltime teachers, High Ability Coordinators, and others who work with students with high ability to be licensed in gifted education; and
  - corporations supporting teachers to be actively working toward licensure in gifted education.
- 2. Define the competencies (knowledge, skills, experiences) for teachers of high ability learners to correlate with Indiana standards and to be supportive of best practices in planning the professional development program. The program includes knowledge of the following:**
  - the nature and nurture of high levels of intelligence in all its aspects;
  - cognitive and socio-emotional characteristics, needs, and problems associated with high ability learners;
  - the high ability learner's atypical development;
  - the environment in which high ability learners can feel safe to use their strengths, explore their personal and interpersonal development, risk new areas of thought and action, find and accept challenges, and express and create their uniqueness;
  - the creation and implementation of a flexible, individualized, differentiated curriculum appropriate to meeting the unique needs of high ability learners;
  - creativity in all of its aspects and how to nurture it;
  - the ability to encourage in high ability learners a sense of awareness of diversity, commitment to humanity and to the global environment, and a respect for the worth and dignity of others; and
  - how to relate positively to colleagues and parents of high ability learners, conduct informational meetings, and advocate for gifted education.
- 3. Evaluate the understanding of the information presented in professional development experiences. It is important that the time and resources used for staff development results in changes that achieve the goals of the professional development program. The assessment includes:**
  - creating an instrument to assess staff needs;
  - creating an instrument to assess knowledge gained;
  - analyzing written results;
  - observing and documenting application of information and practices learned;
  - conferencing with teachers and other staff members working with the high ability learners;
  - analyzing results and preparing a summary;
  - reassessing effectiveness of implementation of ideas, information, resources, and practices;
  - using the results to plan future professional development programs or experiences.

- 4. Develop a plan to provide professional development opportunities to accommodate the different levels of knowledge, skills, and experiences of teachers, counselors, principals, superintendents, curriculum coordinators, directors, support staff, and all who work with or play a role in the education of high ability learners. Include in the plan:**
  - developing a timeline for the plan;
  - creating and organizing the plan for approval by the corporation;
  - incorporating specific opportunities for participation at different levels;
  - organizing training levels based on role of educators or participants;
  - actively encouraging administrators, counselors, and support staff to participate in the professional development program;
  - providing budget allocations for teacher training, administrators, counselors, and support staff to participate in the plan;
  - providing current literature from journals and research centers for the various educational roles; and
  - encouraging administrators, counselors, and support staff to participate in the licensure sequence in gifted education.
- 5. Select presenters with knowledge and expertise in the area of gifted education. Include in the selection of presenters and resources:**
  - checking background, training, and experience of all consultants and authors;
  - contacting Shared Information Services or Educational Service Centers for materials to borrow;
  - previewing print and video materials against standards;
  - seeking recommendations from gifted education personnel at the Indiana Department of Education, Shared Information Services, Educational Service Centers,
  - and university-based gifted education experts;
  - requesting brief professional biographies of consultants; and
  - encouraging corporation personnel to develop expertise and provide training.
- 6. Develop a follow-up plan to acknowledge and support the application of activities and strategies presented during the professional development experiences. Include in the follow-up plan:**
  - teacher coaching models,
  - teacher-to-teacher support,
  - scheduling of timely feedback,
  - observation in the classroom,
  - procedure for follow-up support based on results of needs assessment, and
  - recommendations from experts in the field of gifted education.
- 7. Establish an awareness that professional development is ongoing and requires continuous opportunities for all involved with the education of high ability learners.**

## Program Evaluation

**Statement: Program evaluation is undertaken to improve the effectiveness of services to students with high ability. Through comprehensive and timely study of all program components using valid and reliable methods, informed decisions about program improvement can be made.**

### I. PLANNING FOR THE EVALUATION

#### **Rationale:**

- A program evaluation that measures the outcomes of the program and student achievement helps to show the strengths and weaknesses of the program. Ongoing assessment allows improvements to be made in the program. Without an accurate and comprehensive assessment of both the strengths and weaknesses of the program appropriate steps cannot be taken for its improvement.
- All of the program components need to be evaluated regarding their impact on the outcomes produced by the students with high ability being served by the program.
- The evaluation needs to be conducted by professionals who understand giftedness and the evaluation process. Working with an expert will result in better preparation for conducting an ongoing assessment and making use of evaluation data to improve the program.
- Adequate funding for program evaluation is necessary because the assessment of programs provides essential information that is requested by parents/guardians, administrators, and other program constituencies. Such information is often critical to the continuing existence of a gifted program.

Guiding Principles	Standards
Program evaluation occurs on a regular basis. <ul style="list-style-type: none"><li>• Internal evaluations occur yearly.</li><li>• External evaluations occur every 3-5 years.</li></ul>	<p><b>A. The corporation provides ongoing student and program assessment that is consistent with the program's philosophy, goals, and standards.</b></p> <p><b>B. All components of the program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program development.</b></p> <p><b>C. Individuals planning and conducting the assessment activities have expertise in gifted education program evaluation and an understanding of the local corporation's demographics.</b></p> <p><b>D. Corporations allocate time, financial support, and personnel to conduct regular and systematic, formative and summative program assessment.</b></p>

## **II. DESIGNING AND IMPLEMENTING THE EVALUATION**

### **Rationale:**

- Evaluation questions are designed to reflect the needs and issues of all stakeholders. An evaluation that collects data that no one is interested in or answers questions that no one cares about is a waste of program resources.
- Individual data must be held confidential so personal privacy can be maintained.
- Ongoing program assessment data helps to formulate the improvements needed to strengthen the program (formative evaluation) and the analysis of this data needs to be made at regular intervals to determine the overall success of the program (summative evaluation). From such an analysis it is possible to see how close the program is to accomplishing the goals that have been set.
- To measure the success of the program, it is important to evaluate the goals and standards of the program. If the goals state that the program will allow the student to have opportunities to work with more complex curriculum, then the complexity of the curriculum must be measured before and during the student's participation. If the philosophy as stated in the goals of the program is to increase the diversity of students served by the program, then any changes in the diversity of students served by the program must be measured.
- Research has shown that instruments used to measure the goals of the program often are not valid or reliable tools. This has also been found to be true of measures of the achievement of students in the programs. To make assessment useful, instruments must be used that give an accurate evaluation of the components of the program and the students in it.
- To accurately assess the effectiveness of the instruction, students need to be given the opportunity to express their learning using the strategies used in the teaching process. Assessing students' mastery of knowledge and skills through observation of them using such abilities is an authentic way of evaluating learning and instruction.
- Care is taken to choose instruments with sufficient levels of reliability and validity. In addition, instruments are appropriate for varying age levels, developmental levels, gender, and diversity of the population being tested.
- Because the mastery of concepts and skills developed by students with high ability may be far beyond the highest rating possible for that age-graded curriculum, fair and adequate ways of recording and reporting the growth and achievement of these students must be developed.
- Gains in achievement among students with high ability are difficult to show on standardized tests as they often come into the program advanced beyond their age peers and at the top of the scale of the tests' scores. This may also be true of age-graded standards and criterion referenced achievement tests when the criterion cut-off is set too low. The most complete and useful assessment plan will contain many different types of testing for evaluating student achievement.

Guiding Principles	Standards
<p>Designing and implementing a program evaluation plan includes:</p> <ul style="list-style-type: none"> <li>• writing evaluation questions that are comprehensive and data-driven,</li> <li>• using valid and reliable instrumentation,</li> <li>• going beyond finding out if the students and parents liked the program, and</li> <li>• giving the evaluator(s) access to all necessary information.</li> </ul>	<p><b>A. The program assessment process is structured to measure the goals and standards of the program; instruments used are valid and reliable for their intended purpose.</b></p> <p><b>B. The corporation uses multiple, traditional, and non-traditional strategies to assess student performance. These include standardized and criterion referenced achievement tests, questionnaires, checklists, observation scales, interviews, and performance-based measures.</b></p> <p><b>C. The program contains a clear description of performance expectations of students with high ability defined at each grade level.</b></p> <p><b>D. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.</b></p>

### III. REPORTING THE RESULTS OF THE EVALUATION Rationale:

- The evaluation report is an action document that serves as a clear guide for all stakeholders on areas where improvements to the program can occur.
- All stakeholders will need assessment information about the program so that they can support the program and help to advocate for the changes needed. Students will need assessment information regarding their work so that they can improve their performance and become better partners in their own learning.
- The more informed that the members of the local governing body (school board) are of the achievements of the students with high ability and the successes of the gifted program, the more likely they will be of continuing their support for the program. Even when the results show weaknesses and are being used to redesign components of the program to improve the outcomes, the results of the assessment process will provide validation for the commitment of those involved and give the governing body reason to support this effort.
- Without an accurate and comprehensive assessment of both the strengths and weaknesses of the program, appropriate steps cannot be taken for its improvement. Once the weaknesses are known, a plan can be developed for improvement and renewal, making it possible to enlist the support of personnel, organizations, and agencies.
- Based on the evaluation report, decisions can then be made concerning any necessary redirection or re-planning regarding program resources, directions, or future goals.



## **Steps and Suggestions for Implementing a Program Evaluation Plan**

### **1. It is not possible to evaluate that which you cannot describe.**

- Outline the components of the program. Components might be:
  - philosophy and goals of the program,
  - definition of giftedness or high ability used by the corporation,
  - screening and identification process,
  - appropriate placement of the gifted learners,
  - structure of the learning environment including provision for appropriate and adequate physical space,
  - responsiveness of the classroom structure,
  - appropriate and sufficient materials,
  - differentiated curricular opportunities, and
  - adequate and effective support services.
- Be sure that all stakeholders understand all components of the program.

### **2. Be sure the range of services for students with high ability are adequately designed, developed, documented, and implemented so that a purposeful evaluation can occur.**

- Develop a description of performance expectations for students with high ability at each grade level including:
  - core standards and basic skills,
  - differentiation scope and sequence,
  - content and performance standards for all lessons including those that are differentiated, and
  - rubric or criteria for evaluating student performance in lessons including those that are differentiated.
- Share the performance expectations for the students with high ability with the classroom teachers responsible for their program.
- Encourage teachers to teach the skills of self-assessment and the use of rubrics and to give opportunities for their use.
- Support teachers in their use of performance-based measures. Such measures, especially when collected in an organized and standards-based portfolio, can give the most accurate assessment of the student's understanding and skill development.
- Encourage teachers to:
  - specify the essential knowledge important for the students to learn in the field of study,
  - find practical and specific ways to demonstrate essential knowledge, and
  - communicate to students the goals of each lesson and unit of study.

### **3. Develop a timeline for the evaluation.**

- Meet with teachers and principals to discuss program effectiveness.
- Determine whether to have an internal or external evaluation.
- Select a knowledgeable evaluator to conduct a summative evaluation (external evaluation) in regular cycles (e.g., 3 to 5 years) for the purpose of:
  - documenting that services promised by the program have been delivered,
  - assuring that a lasting record of the program remains on file,
  - ensuring the stability and funding of the program, and
  - serving as a planning document for future programs.
- Monitor the progress of the implementation of the program (internal evaluation) including:
  - alignment of the program plan, rationale, budget, needs assessment, in-service training, and curriculum development;
  - implementation and the achievement of program objectives; and
  - effects of the program on the students, the school, the home, and the community.
- Search for individuals who are familiar with and have successfully used assessment activities to evaluate gifted programs through:
  - the Division of Exceptional Learners of the IDOE,
  - local college and university schools of education that offer gifted education course work, and
  - the Indiana Association for the Gifted.
- Contract for the services of a program evaluation specialist with a background in gifted education if you choose to do an external evaluation.
- Be sure the timeline includes dates for data collection.

### **4. Select or develop assessment tools and procedures that measure the effectiveness of each component of the program. These include multiple, traditional, and nontraditional strategies.**

- Collect data with assessment tools such as:
  - peer evaluations,
  - record of mastery of core standards and skills,
  - classroom observations,
  - questionnaires (e.g., checklists, rating scales, multiple-choice statements),
  - daily logs,
  - anecdotal records,
  - teacher self-evaluations,
  - lesson plans,
  - interviews,
  - portfolios, and
  - student self-evaluation.

- Analyze the match between assessment data being collected and the needs of both the program and those of the consumers of the data. Know clearly what each person or group involved in the program needs to know.
- Include a procedure delineating the types of tasks required and the criteria to be used to evaluate those tasks when using performance assessment.
- Be sure that the tools selected are valid (i.e., the tools measure what they are supposed to be measuring) and reliable (i.e., the tools give the same score or a score within a similar range when used again with the same person or in the same or similar situation).
- Disaggregate scores from the state testing program for students who are gifted.
- Develop appropriate methods of recording and reporting the achievement of gifted learners beyond the grade-level goals, which may include:
  - student portfolios,
  - narrative reporting, and/or
  - supplemental? numerical scale (e.g., on a 1-4 rating scale, record a 5 for beyond grade level performance).

## **5. Analyze and report the data.**

- Treat reports made by consultants as valuable evaluation data.
- Analyze the information collected for weaknesses in the program and develop plans to strengthen those components.
- Communicate the information collected to all constituencies of the program.
- Provide access to all constituencies of the program to all assessment data specific to their role and function.
- Inform all constituencies of the gifted program of the availability of the assessment data in a timely manner (e.g., school and corporation newsletters, class announcements, corporation meetings, staff meetings).
- Include funds for meaningful, ongoing assessment as well as regular periodic assessment in the program plan.
- Provide corporation administrators with a rationale and plan for the use of corporation funds in the assessment of gifted program.
- Keep corporation administrators informed regarding the assessment results and their use in making the gifted program more effective and efficient in serving students with high ability.
- Develop an improvement plan with a timeline to be attached to the assessment report and the program plan.
- Make the improvement plan accessible to all of the constituencies of the program. Request help from the constituencies of the program as appropriate to fulfill the improvement plan in a timely manner.
- Provide the members of the governing body and the BBPC with:

- copies of all program assessment plans and procedures,
- reports on all program assessment conducted, and
- plans on how the assessment results will be used to improve the structure and the operation of the program.

## **Appendix A - Current Indiana Code**

### **Article 36. High Ability Students**

#### **Indiana Code for High Ability Programs - Including P.L. 84-2007**

##### **IC 20-36**

##### **ARTICLE 36. HIGH ABILITY STUDENTS**

##### **IC 20-36-1**

###### **Chapter 1. Definitions**

##### **IC 20-36-1-1**

###### **Application**

Sec. 1. The definitions in this chapter apply throughout this article.

*As added by P.L.1-2005, SEC.20.*

##### **IC 20-36-1-2**

###### **"Domain"**

Sec. 2. "Domain" includes the following areas of aptitude and talent:

- (1) General intellectual.
- (2) General creative.
- (3) Specific academic.
- (4) Technical and practical arts.
- (5) Visual and performing arts.
- (6) Interpersonal.

*As added by P.L.1-2005, SEC.20.*

##### **IC 20-36-1-3**

###### **"High ability student"**

Sec. 3. "High ability student" means a student who:

(1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and

(2) is characterized by exceptional gifts, talents, motivation, or interests.

*As added by P.L.1-2005, SEC.20.*

##### **IC 20-36-2**

###### **Chapter 2. Programs for High Ability Students**

##### **IC 20-36-2-1**

###### **State resources program; grants for high ability programs**

Sec. 1. (a) The department shall establish a state resources program using designated state resources that:

(1) supports school corporations in the development of local programs for high ability students;

- (2) enables educational opportunities that encourage high ability students to reach the highest possible level at every stage of the students' development; and
- (3) provides state integrated services that include the following:
  - (A) Information and materials resource centers.
  - (B) Professional development plan and programs.
  - (C) Research and development services.
  - (D) Technical assistance that includes the following:
    - (i) Student assessment.
    - (ii) Program assessment.
    - (iii) Program development and implementation.
  - (E) Support for educators pursuing professional development leading to endorsement or licensure in high ability education.
- (b) In addition to the program established under subsection (a), the department shall use appropriations to provide grants to school corporations for programs for high ability students under section 2 of this chapter in an amount determined by the department that is based upon a set minimum amount increased by an additional amount for each student in the program. A school corporation's program must align with the strategic and continuous school improvement and achievement plans under IC 20-31-5-4 for the schools within the school corporation. A school that receives a grant under this subsection shall submit an annual report to the department that includes the following:
  - (1) The programs for which the grant is used.
  - (2) The results of the programs for which the grant is used, including student general assessment results, program effectiveness, or student achievement.

*As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.2.*

## **IC 20-36-2-2**

### **School corporation high ability programs; criteria**

Sec. 2. A governing body shall develop and periodically update a local plan to provide appropriate educational experiences to high ability students in the school corporation in kindergarten through grade 12. The plan must include the following components:

- (1) The establishment of a broad based planning committee that meets periodically to review the local education authority's plan for high ability students. The committee must have representatives from diverse groups representing the school and community.
- (2) Student assessments that identify high ability students using multifaceted assessments to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities are included. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. The results of an assessment under this subdivision must be recorded with the student test number assigned to a student.
- (3) Professional development.
- (4) Development and implementation of local services for high ability students, including appropriately differentiated curriculum and instruction in the core academic areas designated by the state board for each grade consistent with federal, state, local, and private funding sources.
- (5) Evaluation of the local program for high ability students.

*As added by P.L.1-2005, SEC.20. Amended by P.L.84-2007, SEC.3.*

## **IC 20-43-10-2**

### **Academic honors diploma award**

Sec. 2. (a) A school corporation's academic honors diploma award for a calendar year is the amount determined under STEP TWO of the following formula:

STEP ONE: Determine the number of the school corporation's eligible pupils who successfully completed an academic honors diploma program in the school year ending in the previous calendar year.

STEP TWO: Multiply the STEP ONE amount by nine hundred dollars (\$900).

(b) An amount received by a school corporation as an honors diploma award may be used only for:

(1) any:

- (A) staff training;
- (B) program development;
- (C) equipment and supply expenditures; or
- (D) other expenses; directly related to the school corporation's academic honors diploma program; and

(2) the school corporation's program for high ability students.

(c) A governing body that does not comply with this section for a school year is not eligible to receive an academic honors diploma award for the following school year.

*As added by P.L.2-2006, SEC.166.*

## **IC 20-36-5 - Chapter 5. Alternate Methods of Earning High School Academic Credit**

### **IC 20-36-5-1 - Receiving credits by demonstrating proficiency; methods**

Sec. 1. A student shall receive credits toward graduation or an academic honors diploma by demonstrating the student's proficiency in a course or subject area required for graduation or the academic honors diploma, whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods:

(1) Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions.

(2) Receiving a high proficiency level score on an end of course assessment for a course without taking the course.

(3) Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under IC 21-43-4.

(4) Receiving a score of three (3), four (4), or five (5) on an advanced placement examination for a course or subject area.

(5) Other methods approved by the state board.

*As added by P.L.64-2006, SEC.1. Amended by P.L.2-2007, SEC.238.*

## **IC 20-36-5-2**

### **Waiver of minimum number of semesters for graduation or academic honors diploma**

Sec. 2. A student who demonstrates proficiency in one (1) or more courses or subject areas under section 1 of this chapter may not be required to complete a minimum number of semesters

to graduate or to receive an academic honors diploma.

*As added by P.L.64-2006, SEC.1.*

### **IC 20-36-5-3**

#### **Guidelines; rules**

Sec. 3. The department shall develop guidelines and the state board shall adopt rules under IC 4-22-2 to implement this chapter.

*As added by P.L.64-2006, SEC.1.*

### **IC 20-19-4-3 (Education Roundtable) Membership**

Sec. 4. The roundtable consists of the following members:

(1) A number of members appointed jointly by the governor and the superintendent of public instruction. These members must be representatives of:

(A) business and community leaders;

(B) elementary and secondary education, including programs for exceptional learners (as defined in IC 20-31-2-6); and

(C) higher education.

The number of members appointed under clause (A) must be equal to the number of members appointed under clauses (B) and (C).

(2) Two (2) members appointed by the president pro tempore of the senate from different political parties.

(3) Two (2) members appointed by the speaker of the house of representatives from different political parties.

*As added by P.L.-1-2005, SEC.3.*

### **IC 20-33-1-3**

#### **Segregation prohibited; student tracking practices review**

Sec. 3. (a) The governing body of a school corporation and the board of trustees of a state educational institution may not build or erect, establish, maintain, continue, or permit any segregated or separate public schools, including any public school departments or divisions on the basis of race, color, creed, or national origin of pupils or students.

(b) The officials described in subsection (a) may take any affirmative actions that are reasonable, feasible, and practical to effect greater integration and to reduce or prevent segregation or separation of races in public schools for whatever cause, including:

(1) site selection; or

(2) revision of:

(A) school districts;

(B) curricula; or

(C) enrollment policies;

to implement equalization of educational opportunity for all.

(c) A school corporation shall review the school corporation's programs to determine if the school corporation's practices of:

(1) separating students by ability;

(2) placing students into educational tracks; or

(3) using test results to screen students;

have the effect of systematically separating students by race, color, creed, national origin, or



socioeconomic class.

*As added by P.L.1-2005, SEC.17. Amended by P.L.2-2007, SEC.226.*

## **Related Code**

### **IC 20-31-2-6**

#### **"Exceptional learner"**

Sec. 6. "Exceptional learner" refers to the following:

- (1) A child with a disability (as defined in IC 20-35-1-2).
- (2) A high ability student (as defined in IC 20-36-1-3).

*As added by P.L.1-2005, SEC.15.*

### **IC 20-31-5-4**

#### **Requirements of School Improvement Plan**

Sec. 4. (a) A plan must:

- (1) state objectives for a three (3) year period; and
- (2) be annually reviewed and revised to accomplish the achievement objectives of the school.

(b) A plan must establish objectives for the school to achieve. These achievement objectives must be consistent with academic standards and include improvement in at least the following areas:

- (1) Attendance rate.
- (2) The percentage of students meeting academic standards under the ISTEP program (IC 20-31-3 and IC 20-32-5).

(3) For a secondary school, graduation rate.

(c) A plan must address the learning needs of all students, including programs and services for exceptional learners.

(d) A plan must specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

(e) A plan must note specific areas where improvement is needed immediately.

*As added by P.L.1-2005, SEC.15.*

### **IC 20-20-8-8 Version a**

#### **(School Corporation Annual Performance ) Report information**

*Note: This version of section amended by P.L.84-2007, SEC.1. See also following version of this section amended by P.L.234-2007, SEC.91.*

Sec. 8. The report must include the following information:

- (1) Student enrollment.
- (2) Graduation rate (as defined in IC 20-26-13-6).
- (3) Attendance rate.
- (4) The following test scores, including the number and percentage of students meeting academic standards:
  - (A) ISTEP program test scores.
  - (B) Scores for assessments under IC 20-32-5-21, if appropriate.
  - (C) For a freeway school, scores on a locally adopted assessment program, if appropriate.

- (5) Average class size.
- (6) The number and percentage of students in the following groups or programs:
  - (A) Alternative education, if offered.
  - (B) Vocational education.
  - (C) Special education.
  - (D) High ability.
  - (E) Remediation.
  - (F) Limited English language proficiency.
  - (G) Students receiving free or reduced price lunch under the national school lunch program.
  - (H) School flex program, if offered.
- (7) Advanced placement, including the following:
  - (A) For advanced placement tests, the percentage of students:
    - (i) scoring three (3), four (4), and five (5); and
    - (ii) taking the test.
  - (B) For the Scholastic Aptitude Test:
    - (i) test scores for all students taking the test;
    - (ii) test scores for students completing the academic honors diploma program; and
    - (iii) the percentage of students taking the test.
- (8) Course completion, including the number and percentage of students completing the following programs:
  - (A) Academic honors diploma.
  - (B) Core 40 curriculum.
  - (C) Vocational programs.
- (9) The percentage of grade 8 students enrolled in algebra I.
- (10) The percentage of graduates who pursue higher education.
- (11) School safety, including:
  - (A) the number of students receiving suspension or expulsion for the possession of alcohol, drugs, or weapons; and
  - (B) the number of incidents reported under IC 20-33-9.
- (12) Financial information and various school cost factors, including the following:
  - (A) Expenditures per pupil.
  - (B) Average teacher salary.
  - (C) Remediation funding.
- (13) Technology accessibility and use of technology in instruction.
- (14) Interdistrict and intradistrict student mobility rates, if that information is available.
- (15) The number and percentage of each of the following within the school corporation:
  - (A) Teachers who are certificated employees (as defined in IC 20-29-2-4).
  - (B) Teachers who teach the subject area for which the teacher is certified and holds a license.
  - (C) Teachers with national board certification.
- (16) The percentage of grade 3 students reading at grade 3 level.
- (17) The number of students expelled, including the number participating in other recognized education programs during their expulsion.
- (18) Chronic absenteeism, which includes the number of students who have been absent more than ten (10) days from school within a school year without being excused.

(19) The number of students who have dropped out of school, including the reasons for dropping out.

(20) The number of student work permits revoked.

(21) The number of student driver's licenses revoked.

(22) The number of students who have not advanced to grade 10 due to a lack of completed credits.

(23) The number of students suspended for any reason.

(24) The number of students receiving an international baccalaureate diploma.

(25) Other indicators of performance as recommended by the education roundtable under IC 20-19-4.

*As added by P.L.1-2005, SEC.4. Amended by P.L.72-2006, SEC.1; P.L.185-2006, SEC.7; P.L.84-2007, SEC.1.*

**Administrative Code:**

**TITLE 511 INDIANA STATE BOARD OF EDUCATION**

**Final Rule**

**Rule 9.1. Waiver of Curriculum and Graduation Rules for Programs for High Ability Students**

**511 IAC 6-9.1-1 Definitions**

Authority: IC 20-19-2-8; IC 20-31-4-7

Affected: IC 20-31-4; IC 20-36-1

**Sec. 1. (a) The definitions in this section apply throughout this rule.**

(b) "Broad-based planning committee" means a diverse group with representation from:

(1) educators;

(2) parents;

(3) students;

(4) community members; and

(5) other stakeholders;

organized for the purposes of planning and development of programs.

(c) "Differentiated" means providing tiered levels of services for all educational needs.

(d) "Domain" includes the following areas of aptitude and talent:

(1) General intellectual.

(2) General creative.

(3) Specific academic.

(4) Technical and practical arts.

(5) Visual and performing arts.

(6) Interpersonal.

(e) "General creative" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities, such as:

(1) problem finding;

(2) divergent thinking;

(3) flexibility;

(4) elaboration; and

(5) originality.

(f) "General intellectual" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

(g) “Governing body” means the township trustee and township board of a school township, the board of school commissioners, board of school trustees, or any other board charged by law with the responsibility of administering the affairs of a school corporation.

(h) “High ability student” means a student who:

- (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and
- (2) is characterized by exceptional gifts, talents, motivation, or interests.

(i) “Interpersonal” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas, such as:

- (1) leadership;
- (2) mediation;
- (3) counseling; and
- (4) communication.

(j) “Multifaceted assessment” means collecting and analyzing data to identify the educational needs of high ability students through the following:

(1) Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as the following:

- (A) Rating scales.
- (B) Observation or interviews.
- (C) Portfolios.
- (D) Structured observations or interviews.

(2) Potential-based assessment, which includes evaluating the potential performance of high ability students through the use of instruments, such as the following:

- (A) Standardized intelligence tests.
- (B) Standardized achievement tests.
- (C) Behavior rating scales.

(3) Other forms of assessment, which includes using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for high ability students.

(k) “Program” means educational services differentiated in depth and breadth designed to meet the needs of one or more high ability students through activities such as compacting, acceleration, enrichment, problem solving, and creative thinking.

(l) “Levels of services program” means an educational program differentiated in depth and breadth designed to meet the needs of high ability students through activities, such as:

- (1) compacting;
- (2) acceleration;
- (3) enrichment;
- (4) problem solving; and
- (5) creative thinking.

(m) “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as:

- (1) English language arts;
- (2) social studies;
- (3) foreign languages;

- (4) mathematics; and
- (5) sciences.

(n) “Technical and practical arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:

- (1) vocational-technical education;
- (2) business technology education;
- (3) family and consumer sciences; and
- (4) technology education.

(o) “Visual and performing arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines, such as:

- (1) art;
- (2) dance;
- (3) music; and
- (4) theater arts.

*(Indiana State Board of Education; 511 IAC 6-9.1-1)*

### **511 IAC 6-9.1-2 Program requirements**

Authority: IC 20-19-2-8; IC 20-31-4-17

Affected: IC 20-31-4; IC 20-36-1

Sec. 2. (a) To qualify as a program for high ability students under this rule, each school corporation shall meet all of the criteria in this section.

(b) The school corporation shall develop and periodically update a level of services program to provide educational opportunities to encourage high ability students to reach the highest possible level at every stage of development.

(c) The differentiated program for high ability students must include the following:

- (1) A multifaceted student assessment plan, including the following:
  - (A) Performance-based assessment.
  - (B) Potential-based assessment.
  - (C) Alternative assessment.
- (2) A curriculum and instructional strategies plan.
- (3) A counseling and guidance plan.
- (4) A systematic program assessment plan.
- (5) A professional development plan.

(d) Educational experiences offered outside the school day may be used to supplement, but not to supplant, the levels of services provided for high ability students offered during the school day.

(e) The governing body shall create a broad-based planning committee to design and monitor the continuous development and implementation of the levels of services program for high ability students.

(f) The program must be approved by the governing body.

(g) The plans described in subsection (c) must be available for public inspection and filed with the department.

*(Indiana State Board of Education; 511 IAC 6-9.1-2)*

### **511 IAC 6-9.1-3 Rule waivers**

Authority: IC 20-1-1-6; IC 20-1-1.2-18

Affected: IC 20-1-1.2; IC 20-10.1-5.1

Sec. 3. (a) Upon proper submission of the appropriate forms by a school corporation, the department may waive, for programs for high ability students, any of the following curriculum or graduation rules:

(1) 511 IAC 6-7-1(d), 511 IAC 6.1-1-2(d), and, for summer school, 511 IAC 12-2-6(a) to allow gifted and talented students to earn credit through performance assessment without completing the required amount of instructional time.

(2) 511 IAC 12-2-6(b) to allow school corporations to be reimbursed for the cost of instruction for more than two (2) credits in summer school for high ability students.

(3) 511 IAC 6.1-6-1(a) to allow school corporations to utilize adults who have the demonstrated expertise in an area, but not the prerequisite teacher certification, to deliver nonstandard education programs for high ability students, such as:

(A) internships;

(B) mentorships; or

(C) clinical experiences.

(b) The school corporation may appeal a denial of a waiver to the state board.

### **511 IAC 6-7.1-3 Semester requirements; waiver**

Authority: IC 20-19-2-8; IC 20-30-5; IC 20-30-10-2

Affected: IC 20-30-4-2; IC 20-30-5-7

Sec. 3. (a) To be graduated from a high school, a pupil shall attend at least seven (7) semesters in grades 9 through 12.

(b) A school corporation may, under procedures adopted by the governing body, waive the seven (7) semester requirement if:

(1) failure to waive the requirement would effectively prevent the student from graduating from high school; or

(2) the student likely would have qualified for a gifted and talented education program waiver had it been available, and the waiver is for the purpose of:

(A) enrolling in an accredited postsecondary educational institution, and the student has been accepted for enrollment;

or

(B) furthering the student's education through military enlistment, and the student has an enlistment contract that contains an educational component.

(c) A decision of a high school to deny a request for a waiver may be appealed to the superintendent, and a decision of a superintendent to deny a request for a waiver may be appealed to the governing body of the school corporation.

(d) Local decisions on requests for waivers shall be documented. (Indiana State Board of Education; 511 IAC 6-7.1-3; filed Oct 20, 2005, 11:30 a.m.: 29 IR 802)

## **Appendix B- Indiana Definitions of High Ability**

### **Domain: “High Ability – General Intellectual” (High Ability)**

A High Ability - General Intellectual student (High Ability) performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum.

In all school corporations, a student has the “High Ability – Intellectual” or “High Ability” designation if the child:

- scores two standard deviations above the mean, minus the standard error of measurement, on
  - an individual standardized intelligence test administered by a licensed psychologist, or
  - a standardized group intelligence test;

or in the past 24 months:

- performs or shows the potential to perform at an outstanding level within the population of students with the “same experience or environment” in that school corporation, and whose needs cannot be met by grade level curriculum; or:
- performs at or above the 93<sup>rd</sup> percentile on the composite or total battery of an individual or group standardized nationally normed achievement test; or:
- demonstrates outstanding potential or performance according to school corporation criteria on an alternate form of assessment, such as peer evaluation, self-evaluation, teacher recommendation, parent recommendation, product or portfolio assessment, rating or observation scales, interviews, or performance assessment.

### **Domain: “High Ability – Language Arts” (L-HA)**

A High Ability Language Arts student (L-HA) performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum in language arts.

In all school corporations, a student is L-HA if the child is designated “High Ability - General Intellectual.” Additionally, any other student has this designation if the child, in the past 24 months,

- performs or shows the potential to perform at an outstanding level in Language Arts within the population of students with the “same experience or environment” in that school corporation and whose educational needs and/or individual academic growth cannot be met through grade level placement in language arts in that school; or:

- performs at or above the 93<sup>rd</sup> percentile on the Reading, English, or Language Arts portion of an individual or group standardized achievement test; or:
- demonstrates outstanding potential or performance in Language Arts according to school corporation criteria on an alternate form of assessment, such as: peer evaluation, self-evaluation, teacher recommendation, parent recommendation, product or portfolio assessment, rating or observation scales, interviews, or performance assessment.

### **Domain: “High Ability – Math” (M-HA)**

A High Ability Mathematics student (M-HA) performs at, or shows the potential for performing at, an outstanding level of accomplishment when compared to other students of the same age, experience, or environment and whose educational needs and/or individual academic growth cannot be met through grade level curriculum in mathematics.

In all school corporations, a student is M-HA if the child is designated “High Ability - General Intellectual.” Additionally, any other student has this designation if the child, in the past 24 months,

- performs or shows the potential to perform at an outstanding level in Math within the population of students with the “same experience or environment” in that school corporation and whose educational needs and/or individual academic growth cannot be met through grade level placement in math in that school; or:
- performs at or above the 93<sup>rd</sup> percentile on the Math Reasoning or Problem Solving or Math Composite portion of an individual or group standardized achievement test; or:
- demonstrates outstanding potential or performance in Math according to school corporation criteria on an alternate form of assessment, such as: peer evaluation, self-evaluation, teacher recommendation, parent recommendation, product or portfolio assessment, rating or observation scales, interviews, or performance assessment.



## **Appendix C - Acronyms for High Ability and High Ability Services**

<b>AHD</b>	<b>Academic Honors Diploma</b>
<b>AP</b>	<b>Advanced Placement</b>
<b>BBPC</b>	<b>Broad-Based Planning Committee</b>
<b>DEL</b>	<b>Division of Exceptional Learners</b>
<b>ESC</b>	<b>Education Service Center(s)</b>
<b>GQE</b>	<b>Graduation Qualifying Examination</b>
<b>G/T</b>	<b>Gifted/Talented</b>
<b>HA</b>	<b>High Ability</b>
<b>IAC</b>	<b>Indiana Administrative Code</b>
<b>IAG</b>	<b>Indiana Association for the Gifted</b>
<b>IC</b>	<b>Indiana Code</b>
<b>IDOE</b>	<b>Indiana Department of Education</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>IPSB</b>	<b>Indiana Professional Standards Board</b>
<b>ISTAR</b>	<b>Indiana Standards Tool for Alternate Reporting</b>
<b>IST</b>	<b>Integrated Services Team</b>
<b>LEP</b>	<b>Limited English Proficiency</b>
<b>NAGC</b>	<b>National Association for Gifted Children</b>
<b>P.L.</b>	<b>Public Law</b>
<b>SIS</b>	<b>Shared Information Services</b>
<b>LEP</b>	<b>Limited English Proficiency</b>

## Appendix D - Glossary of Terms

The following glossary is adapted from the Indiana Association for the Gifted (IAG) *Resource Guide for Indiana Parents & Teachers, 2<sup>nd</sup> Edition*. It was constructed by modifying and adding to a similar glossary published by the California Association for the Gifted. The Glossary appeared in their publication: *The Challenge of Raising Your Gifted Child* (1998).

**Ability Grouping** Grouping students by ability or readiness level. Groups can be formed and reformed to meet varied instructional purposes. Ability grouping is not synonymous with "tracking."

**Academic Excellence** Expecting each student to work at maximum level toward a set of external standards as defined by state, corporation, and/or local school. Learning and performing for each student is at a challenge level commensurate with each student's skills and developed abilities.

**Accelerated Learning** Pacing students through the curriculum at a rate commensurate with their advanced ability. Students may or may not be formally identified as high ability to participate in some forms of accelerated learning.

**Achievement Test** A test that measures the extent to which a student has mastered the skills and knowledge of a particular area.

**Advanced Placement** Any of 33 classes endorsed by the College Board in which a secondary student can earn college credit or placement beyond introductory courses by successfully meeting criteria established by higher education institutions on a nationally given and scored Advanced Placement examination. Students also earn high school credit upon successful completion of the course(s).

**Affective Learning** Incorporating into the curriculum opportunities for students to address socio-emotional issues, attitudes, and appreciations of self and others.

**Anchoring** An instructional strategy that provides meaningful and important independent activities with challenge levels ranging from remediated to accelerated in content and/or enrichment areas. This is a type of differentiation.

**At-Risk** Students who may underachieve or who may drop out of school. Unmet

economic, physical, emotional, linguistic, and/or academic needs may inhibit a student's ability to learn or attend school.

**Alternative Assessment** Procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for students with high ability. Also referred to as *other forms of assessment*.

**Authentic Assessment** Process of evaluating student learning using student products or performance instead of traditional standardized tests. It allows students to be evaluated with regard to their individuality and creativity.

**Basic Inclusion** As used in Indiana, it refers to students randomly placed in classrooms without regard to their readiness levels, abilities, interests, and/or learning styles.

**Behavioral Rating Scale/Checklist** A checklist or scale that reports the frequency or extent to which an individual demonstrates specific actions or characteristics.

**Bibliotherapy** The use of books to help learners reach important understandings about themselves and others. Guided reading/viewing.

**Broad-Based Planning Committee** In Indiana Administrative Code, “Broad-based planning committee” means a diverse group with representation from educators, parents, students, community members, and other stakeholders; organized for the purposes of planning and development of programs for students with high ability.

**Cluster Grouping** A method for organizing a heterogeneous classroom by purposefully assigning students with similar high abilities to the same classroom.

**Collaborative Learning** A teaching strategy whereby students are expected to share expertise and effort in order to create a common project/product. This is effectively used with students with high abilities when they have already been grouped with others of similar abilities.

**Compliance** This term is used when the Indiana Department of Education evaluates school corporation applications for grants for high ability programs. It indicates agreement between the school corporation and State for the program components outlined in the Indiana Code and Administrative Rule 511 (Section 1 511 IAC 6-9.1). All items must be adhered to for compliance.

**Content/ Process /Product** The elements of curriculum. Content is the subject matter. Process is the skill development included in the curriculum. Product is the output of learning or form of communication such as writing, illustrating, performing, debating, and so forth.

**Cooperative Learning** The practice of assigning a common task and/or project to a group of students with varying ability levels often reflecting the full range of student achievement and aptitude. The purpose of such learning is to prepare students to live in a democratic society, to help them understand group membership and group dynamics, and to allow them to practice both leadership and follower skills. It has not been proven to be effective with high ability learners.

**Core Curriculum** The common knowledge and skills to be learned by all students of a particular grade; reading, writing, mathematics, history-social studies, and science make up core curriculum.

**Creativity** The human attribute of constructive originality. It is the process of combining what exists into something new. The something new could be procedure, idea, or product relative to the individual. Creativity needs to be nurtured in students to develop the abilities necessary to affect our society with new ideas and solutions to problems.

**Critical Thinking** The development of analytical thinking for purposes of decision making. This includes using specific attitudes and skills such as analyzing arguments carefully, seeing others' points of view, and reaching sound conclusions.

**Cross-Grade Grouping** Students from two or more grade levels with similar readiness levels, interests, and/or learning styles are placed together in a classroom.

**Curriculum Compacting** A process used to give students validation for what they already know. It allows students who demonstrate mastery to omit portions of assigned curriculum, or to move more quickly through curriculum than would be typical. Students are thus able to "buy time" which can be used to accelerate content or to pursue enrichment activities while the unit is being taught to other students.

**Curriculum & Instructional Strategies Plan** One of the five written levels of service program plans required for corporations participating in the State High Ability Grant Program. The plan details how the curriculum and instruction are differentiated in breadth or depth to meet the needs of one or more students with high ability within the

corporation through activities such as compacting, acceleration, enrichment, and problem solving. It also indicates how the curriculum for students with high ability is differentiated from the general education curriculum to promote such things as higher order thinking, decision making, creative problem solving, and effective researching.

**Differentiation** Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing. It may include selecting, rather than covering all the curriculum areas depending on the individual needs of students. In Indiana Administrative Code, “Differentiated” means providing tiered levels of services for all educational needs.

**Domain** As used in Indiana Code, "domain" includes the following areas of aptitude and talent: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, interpersonal. See definitions for each of the domains in this glossary.

**Dual/Concurrent Enrollment** Students earn credit at two levels while enrolled in one course. While this is usually college credit and high school credit while enrolled in a course of study, it could also apply to receiving high school credit for a course taken while in an earlier grade.

**Early Entrance** Students begin their elementary school or college education prior to the designated chronological age of entrance.

**Early Matriculation** Enrollment in college before completion of the usual 7 or 8 semesters of high school. This usually involves meeting diploma requirements through a combination of course completions and demonstration of proficiency in one or more required areas.

**Elitist** Advocating the selection and treatment of people as superior in some way and therefore favored.

**Enrichment** Activities that supplement the core curriculum. Such activities are generally not specified in the curriculum and are selected by the teacher and/or students in a given classroom.

**Equity** Fair and impartial learning opportunities and access to good teaching for all students. In order to meet educational needs at all levels of development, these opportunities encourage and enable all students to develop to their fullest potential. To

be equitable, opportunities will be different for individual students according to their differing abilities and readiness levels.

**General Creative** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “General creative” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities such as problem finding, divergent thinking, flexibility, elaboration, and originality.

**General Intellectual** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “General intellectual” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

**Governing Body** Local Education Agency or board of education (school board).

**High Ability** There is no single definition of “gifted” or “talented.” In Indiana, each school corporation may determine the identification criteria used to determine who will participate in services or programs it designs to meet the needs of students of high ability.

**Grade Skipping** Students progress through grade level instruction skipping one or more grades.

**Grading** The evaluation of student work by teachers; usually recorded in letter grades or in percentages.

**Guidance & Counseling Plan** One of the five written levels of service program plans required for corporations participating in the State High Ability Grant Program. The plan outlines the services within the corporation to meet the affective needs and educational career plans of the students with high ability. It may include topics such as:

- academic program planning,
- career and life planning,
- organization and management skills,
- the meaning of giftedness,
- stress management, and
- individual-, small-, or large- group counseling sessions.

**Heterogeneous/Homogeneous Grouping** Grouping heterogeneously generally occurs by chronological age level and without regard for the diverse needs of students, their

learning styles, or their interests. Homogeneous grouping is based on common criteria such as the students' interests, special needs, or academic abilities.

**High Ability Student** In Indiana Code "high ability student" means a student who performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests.

**Honors Class** Classes at the middle school/junior high or high school level in which content, pace, or depth of instruction is accelerated and/or enriched. Traditionally, students who meet prerequisite criteria are accepted into these courses.

**Independent Study or Self-Directed Study** Allowing students to follow individual or self-selected areas of interest and specific aptitude by designing and implementing their own study plans. Close monitoring by teachers is an essential component of independent study.

**Individualization** Providing a specific program that meets the particular needs, interests, and/or abilities of an individual student for some part of his/her educational experience. It does not mean, however, that every child is working in isolation on a different level or a different subject at all times. It does mean that students are working on levels commensurate with their assessed ability, needs, and/or interests.

**Instructional Scaffolding** An apprenticeship approach to instruction which places the teacher in a collaborative, interactive role with students by providing carefully structured and sequenced support as they undertake new and more difficult tasks. Emphasis is on teacher modeling, extension, rephrasing, questioning, praise, and correction rather than on the teacher as evaluator.

**Intelligence Quotient (I.Q.)** A measure of ability or aptitude at a given point in time, comparing children of the same chronological age. It is a test designed to measure one's potential for learning including abstract thinking and reasoning, knowledge acquisition, and problem-solving abilities. Originally it was considered to be the sole way of measuring student ability. Current thinking now accepts I.Q. as one of the many ways to measure a student's academic potential.

**Interdisciplinary Curriculum** A curriculum that is structured to study a topic or concept by gathering and relating information and ideas from multiple disciplines.

**International Baccalaureate (IB)** A rigorous international pre-university course of study, leading to examinations, that meets the needs of highly motivated and academically superior secondary school students. IB has a comprehensive classics curriculum (languages, sciences, mathematics, and humanities) that allows its graduates to fulfill education requirements of various nations. Only schools approved by the IB organization may offer the program. Also, school fees are charged by the IB organization.

**ICAN (Individualized Curriculum & Assessment Notebook)** A web-based software system that manages individualized curriculum, assessment, and analysis through standards-based accountability. Some features ICAN offers include standards lists, curriculum manuals, lesson plan books, project planners, skills checklists, assignment/assessment reports, electronic portfolios, term report cards, permanent progress records, and graphs/charts to analyze progress.

**Indiana Administrative Code (IAC)** The rules developed by the State Board of Education which are most frequently contained in Indiana Administrative Code 511. They are the State School Board's interpretation of the statutes passed by the Indiana General Assembly. (Also known as Rule 511)

**Indiana Association for the Gifted (IAG)** IAG is a united body of parents, educators, and concerned citizens committed to the advocacy and advancement of educational practices and resources which will meet the unique learning needs of gifted/talented students.

**Indiana Code (IC)** The state statutes created by the Indiana General Assembly. After passing a statute, the legislature may delegate authority to a state agency (such as the DOE) or board to develop further rules (regulations) to carry out and implement the law.

**Interpersonal** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, "Interpersonal" means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas such as leadership, mediation, counseling, and communication.

**ISTAR** is a web-based, standards-referenced assessment system designed and provided by the Indiana Department of Education, Division of Exceptional Learners. It is available free of charge to all educators in accredited schools throughout Indiana. While it is used as an alternate assessment (instead of ISTEP) for some special education and Limited English Proficiency students, it can be used as a supplemental assessment with students with high abilities. Students whose achievement is above grade level can be assessed on



above grade level standards in order to inform instruction for the student.

**Learning Styles** A student's preference for a mode of learning and/or a type of learning environment. For example, a student could favor auditory learning in an independent learning environment.

**Levels of Services Program Plan** The plans developed outlining the educational programming differentiated in depth and breadth to meet the needs of one or more high ability students through activities such as compacting, acceleration, enrichment, problem solving, and creative thinking.

**Magnet School or Magnet Program** Many school corporations, especially those with large student enrollments, select individual schools to emphasize particular programs or services. Some magnet programs focus on specific learning areas such as math, science, or performing arts. Others are designed to serve a specific student population such as highly gifted or gifted students with high ability. Since space is usually limited, special entrance requirements may apply.

**Mandated Program** A legally required program or action authorized by law.

**Mentor** An adult member of the community who can provide expertise and/or advice in a field of study or other community endeavor when matched with a student on a one-to-one basis.

**Multifaceted Assessment** According to Indiana Administrative Code, “Multifaceted assessment” means collecting and analyzing data to identify the educational needs of students with high ability through the following:

- (1) Performance-based assessment, which includes evaluating the performance of students involved in complex learning opportunities through the use of instruments, such as rating scales, observation or interviews, portfolios, structured observations or interviews.
- (2) Potential-based assessment, which includes evaluating the potential performance of students with high ability through the use of instruments such as standardized intelligence tests, standardized achievement tests, behavior rating scales.
- (3) Other forms of assessment, which include using procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for students with high ability.

**Multifaceted Assessment Plan** One of the five written levels of service program plans required for corporations participating in the State High Ability Grant Program. It

outlines the instruments used to identify the needs of students with high ability and measure their progress and must include at least one performance-based measure, one potential-based measure, and one other form of assessment.

**Multiple Intelligences** The theory that intelligence can be expressed in a variety of ways and is not limited to the rational linear mode. The theory proposed by Howard Gardner identifies at least seven intelligences: linguistic, musical, spatial, logical-mathematical, bodily-kinesthetic, interpersonal, and intrapersonal.

**National Association for the Gifted (NAGC)** An organization of parents, teachers, educators, other professionals and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences. They support and develop policies and practices that encourage and respond to the diverse expressions of gifts and talents in children and youth from all cultures, racial and ethnic backgrounds, and socioeconomic groups. NAGC supports and engages in research and development, staff development, advocacy, communication, and collaboration with other organizations and agencies who strive to improve the quality of education for all students.

**Nomination** A referral process for consideration of a student into a specialized program.

**Nontraditional Identification** An alternative means of identification using instruments and procedures that provide an assessment of students that is not norm-referenced or standardized.

**Norm-Referenced or Standardized Test** A test used to determine an individual's status with respect to the performance of other individuals on that test. A "norm" group is the large number of examinees who have taken a particular test and whose scores form the basis of the norms. Such a test may be based on national norms, state norms, or local norms. At every level of educational test usage, it is necessary to match the scope of the test with the purpose that test is supposed to perform.

**Off-Grade Level Tests** A test one or more grade, or age, level(s) above the student's actual grade placement or age used to assess a student's ability or achievement.

**Open-Ended Question** Provides opportunities for more than one "right" solution or answer. Student response is judged by the logic by which the response is explained or defended. Students must be able to recognize tasks without a label, draw upon prior

knowledge, generate relevant approaches on their own, and articulate their reasoning.

**Other Forms of Assessment** Procedures designed to reduce any assessment biases that may be inherent in other assessment methods used to evaluate the levels of services needed for students with high ability. Also referred to as *alternative assessment*.

**Peer Grouping** A practice which indicates voluntary or assigned matching of students by shared characteristics such as age, ability, need, and/or interest in order to affect teaching and learning.

**Performance-Based Assessment** Evaluating the performance of students involved in complex learning opportunities through the use of instruments such as rating scales, observation or interviews, portfolios, or structured observations or interviews.

**Portfolio Assessment** A collection of student products used to measure student progress and achievement. A collection of student products is often used to evaluate abilities to determine the appropriateness of placement in a program such as visual and performing arts. This practice allows students to demonstrate a wide variety of abilities and talents that traditionally are not measured well by standardized tests. Material in a portfolio may be student selected. (See also Authentic Assessment.)

**Potential-Based Assessment** Evaluating the potential performance of students with high ability through the use of instruments such as standardized intelligence tests, standardized achievement tests, behavior rating scales.

**Problem-Based Curriculum** Problem-based curriculum is a model that enables the learner to solve a problem using knowledge and skills across the disciplines. It enables gifted students to practice critical and creative thinking while researching information and organizing ideas to solve a real-world problem.

**Productive Thinking** The set of skills and/or processes that make up higher order thinking such as creative problem solving and critical thinking.

**Professional Development Plan** One of the five written levels of service program plans required for corporations participating in the State High Ability Grant Program. The plan describes the opportunities provided by the corporation to promote professional growth in all areas of high ability services. This plan may include:

- (1) corporation in-services for teachers, administrators, paraprofessionals, volunteers;

- (2) staff release time for attending workshops, seminars, conferences, etc.;
- (3) resources within the corporation;
- (4) study groups within the corporation.

**Program for Students with high ability** According to Indiana Administrative Code, “Program” means educational services differentiated in depth and breadth designed to meet the needs of one (1) or more students with high ability through activities, such as compacting, acceleration, enrichment, problem solving, and creative thinking.

**Pull-Out Program** Students with similar readiness levels, interests, and/or learning styles are pulled from their classrooms on a regular basis to work with each other and a resource teacher to facilitate accelerated and/or enriched learning experiences.

**Reliability** The consistency of an instrument/test over time; the accuracy and repeatability of a measurement.

**Rubric** A rubric or scoring guide is an assessment scale. Each interval along the scale represents a specific level of learning from the novice to expert. The levels of learning are accompanied by specific descriptors of the type and quality of work.

**School Improvement Plans** According to Indiana P.L.221, all schools have a School Improvement Team which develops a School Improvement Plan. This plan, reviewed and revised annually, establishes achievement objectives of the school for a three-year period. These achievement objectives must be consistent with academic standards and include improvement in (at least) attendance, percentage of students meeting academic standards under the ISTEP program, and for a secondary school, graduation rate.

**School of Choice** Opportunities for parents and students to select a school of attendance.

**Self-Contained Classroom** A programmatic term defining a homogeneous setting of students with common needs and/or abilities (e.g., all students with high abilities). The class can include multiple grades or ages.

**Site-Based Management** A current school restructuring model by which local autonomy is given to schools for planning and decision making. Also known as school-based management. A team of educators and community members assume responsibility and accountability for all education programs in a school, striving to assist all students to reach their fullest potential. (See School Improvement Plans.)

**Socio-emotional** The social and emotional needs of the student; affective domain.

**Specific Academic** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “Specific academic” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines, such as English language arts, social studies, foreign languages, mathematics, and sciences.

**Stakeholders** Persons with interest in the programming for students with high ability (e.g., administrators, school board members, community members).

**Standards** Content standards means the specific academic knowledge, skills, and abilities that all public schools in this state are expected to teach and all pupils are expected to learn in each of the core curriculum areas, at each grade level. Performance standards are standards that define various levels of competence at each grade level in each of the curriculum areas for which content standards are established. Performance standards gauge the degree to which a student has met the content standards and the degree to which a school or school corporation has met the content standards.

**State Gifted/Talented Grant Program** The state resources program established by the IDOE (IC 20-36-2-1) Sec. 3) to award grants to school corporations and others to:

- (1) support school corporations in the development of local programs for students with high ability;
- (2) enable educational opportunities that encourage students with high ability to reach the highest possible level at every stage of the students' development;
- (3) provide state integrated services that include, but are not limited to:
  - a. Information and materials resource centers,
  - b. Professional development plan and programs,
  - c. Research and development services,
  - d. Technical assistance that includes the following:
    - i. Student assessment,
    - ii. Program assessment,
    - iii. Program development and implementation.

**Systematic Program Assessment Plan** One of the five written levels of service program plans required for corporations participating in the State High Ability Grant Program. The plan shows the procedures for assessing the effectiveness of the corporation's program for high ability services. It may include topics such as:

- (1) schedule for reviewing and updating the current program,
- (2) instruments and methods for evaluating program effectiveness,
- (3) procedures for data collection,

(4) plans for action research.

**Technical and Practical Arts** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “Technical and practical arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines such as vocational-technical education, business technology education, family and consumer sciences, and technology education.

**Twice-Exceptional** Students with needs and characteristics of more than one special population (e.g., gifted and learning disabled).

**Thematic Curriculum** A curriculum which focuses on the study of a topic or concept that is specific, such as "animals," or global, such as "change." The theme serves as an organizing element to provide continuity and "connectedness" for learning.

**Tiering** Providing assignments varying in level of complexity/challenge while focusing on the same basic concept or learning experience. This is a type of differentiation.

**Tracking** Fixed groups that are rigidly maintained over time. This word is NOT synonymous with grouping and does not preclude opportunities for special needs groups for any learner at some time.

**Underachieving** A discrepancy between recognized potential and actual academic performance. The causes of underachievement may be social, emotional, physical, and/or academic.

**Validity** The degree to which a test/assessment measures what it purports to measure.

**Visual and Performing Arts** One of the domains of high ability as listed in Indiana Code. According to Indiana Administrative Code, “Visual and performing arts” means understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines such as art, dance, music, and theater arts.

## Appendix E - Self Assessment Checklist for Indiana

### Self Assessment Checklist for Indiana Standards for High Ability Education

Field Study Edition 2 – July, 2007

**School Corporation**

**Date**

**Name: Completed:**

**Group:** \_\_\_\_\_  
\_\_\_\_\_

**Directions:** Place a checkmark in one of the four columns according to the degree of evidence of the program component based on a 1-4 scale with (1) being Not Evident; (2) being Some Evidence; (3) being Nearly Complete and (4) being In Place. Scores of 2 and 3 may be due to lack of communication, inconsistency, no recent review, some grade levels but not others, etc.

NE (1)	SE (2)	NC (3)	IP (4)	Component of a Program for High Ability Education
				1. A High Ability Coordinator must be designated by each school corporation and leads a BBPC. A broad-based planning committee representing educators, families, and community members that meets regularly to assess and support the program.
				2. There is a written district mission/philosophy statement and accompanying goals and objectives that address the needs for gifted education programming.
				3. Written policies and/or procedures exist for student identification, placement, continuation, and removal from services. Procedures should include: family appeals, a requirement for interventions, and a school-family meeting before a student is withdrawn from services.
				4. A committee of personnel knowledgeable in gifted education, including the High Ability Coordinator, meets at regular intervals to determine eligibility, identification and placement of individual candidates, including transfer students.
				5. The nomination/referral process is ongoing and includes all students K-12. Nominations for services are accepted from any source. Families and staff receive information annually about the nomination process, including the characteristics of students of high ability in domain areas served by the school corporation. The school corporation actively searches for referrals among underrepresented populations.
				6. Selected assessments are valid, reliable and equitable. A multifaceted assessment plan is used to identify high ability students. These assessments are responsive to students' economic conditions, gender, cultural differences, handicapping conditions, and other factors that mitigate against fair assessment practices. Procedures are in place to maintain a database or file system for each nominee.
				7. A High Ability Coordinator is licensed in High Ability Education and responsible for all aspects of the program. Alternately, the high ability program has been developed with guidance from an expert in gifted education.
				8. Teachers who have responsibility for high ability learners in core content areas are licensed in gifted education.
				9. Written policies and/or procedures are in place allowing for acceleration: including early entrance, grade skipping, subject skipping, dual enrollment, and early matriculation.
				10. Multiple service delivery options are available at each grade to meet a range of needs of students with high abilities. [Examples of options include ability grouping, resource rooms, self-contained classes, honors classes, magnet schools, etc.] Flexible

				grouping is used at all grade levels in math and language arts.
				11. Differentiated curricular experiences are defined and in place at all grade levels, K-12 in math and language arts. Differentiated curriculum is developed at the corporation level, rather than the school level. The curriculum addresses and builds upon the Indiana Academic Standards.
				12. The program of instruction consists of both advanced content and appropriately differentiated teaching strategies and materials.
				13. High ability learners are pre-assessed for mastery of basic skills and knowledge. Alternate material is compacted, accelerated, and enriched.
				14. Teachers of high ability students differentiate, replace, supplement, and/or extend curricula to accomplish higher level learning goals.
				15. Corporations encourage professional development in high ability education, e.g. workshops, conferences, and college courses. Teacher expectations for working successfully with high ability students are defined and correlated with the corporation's professional development plan.
				16. Advanced Placement and/or International Baccalaureate classes are offered every year in both math and science.
				17. Teachers, families, administrators, and school services personnel are provided with information regarding the characteristics of students with high abilities, their related socio-emotional development, and associated problem behaviors.
				18. A counselor with professional development in the socio-emotional needs of high ability students provides counseling and guidance services.
				19. A complete, written affective curriculum which includes: academic development, career development, guidance in selective college opportunities, and personal/social development for high ability students is developed and implemented.
				20. Each identified student is served based upon his or her individual educational needs. Decisions should reflect the unique learning characteristics, potential and performance levels, interests, and learning style of the student.
				21. The corporation uses multiple strategies to assess student performance; examples include: standardized and criterion referenced achievement tests, questionnaires, checklists, observation scales, interviews and performance-based measures.
				22. The population identified and served for high abilities reflects the proportional diversity of the school corporation student population.
				23. All components of the high ability program are periodically reviewed by individuals knowledgeable about gifted learners and who have competence in the evaluation process. The results are used for continuing program improvement.
				24. The evaluation report for all educational services involving students with high ability includes both strengths and weaknesses of the program and is accompanied by a plan with implications for improvement and renewal over time.
				25. The results of the program evaluation are presented to the local Board of Education and accessible to all constituencies of the program.
				Totals



